



CENTRAL UNIVERSITY OF KARNATAKA

Central University of Karnataka
School of Humanities and Languages
Department of Linguistics
Kalaburagi

Course Structure for PG MA and PG
Elective Program in Linguistics

Academic Year
2024-25

Semester-1

Sl. No	Course Code	Course		Credits
1	PLITC10401	Introduction to Linguistics	Core	4
2	PLITC10402	Phonetics & Phonology	Core	4
3	PLITC10403	Morphology	Core	4
4	PLITC10404	Syntax : Chomskyian and Hallidayen Approaches	Core	4
5	PLITA10401	Dravidian Language Scripts	Core	2
6	PLITD10401	Inter-cultural Communication	Generic Elective	3
		Total Credits		21

Central University of Karnataka, Kalaburagi – 585 367

School of Humanities and Languages

Department of Linguistics

Programme Title: M.A. in Linguistics

Semester – I

Course Title: Introduction to Linguistics

Course Type (Core)

Course Code: PLITC10401

Credits: 04

Instructor:

Hours of Teaching: 60

Introduction

This course is a general introduction to the study of language. It includes an overview of basic concepts and methods of language study and introduces some of the core areas of linguistics. Linguistics is the scientific study of language as it is represented in the human mind and activated by the human vocal tract. In this course you will learn and understand to examine language in a systematic way. Your inquiry will focus on your own internalized ‘grammar’, which is comprised of a mental lexicon; a recognized set of speech sounds, and the articulatory symbols, signs and gestures associated with their production. The tools and the knowledge that you acquire through this course should give you a new perspective on language.

Learning Objectives

1. **To introduce students to elements of language and linguistics.**
2. To enable students to analyse basic concept of communication and language structure.
3. To learn and understand phonetics, phonology (with IPA notation) and morphology.
4. To understand syntax through sentence formation and semantics through word meaning.

Learning Outcomes

At the end of the teaching of the course the students are expected to have:

1. Introduced elements of language and linguistics.
2. Enabled students to analysed basic concept of communication and language structure.
3. Learned and understood phonetics, phonology (with IPA notation) and morphology.
4. Understood syntax through sentence formation and semantics through word meaning.

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team

work during class sessions; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Testing and Evaluation:

- | | |
|---|----|
| a) Internal Assessment - | 40 |
| 1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation | |
| b) End Semester Examination - | 60 |

Indicative Course Content:

Unit – I Language and Linguistics 15

- Basic Elements of Language and Linguistics: The Scientific Study of Language; Definitions; Characteristics; Design; and Functions of Human Language.

Unit – II Language Structure 15

- Basic Concept of Communication; verbal and nonverbal, Language Functional; speech and writing: Linguistic Sign; syntagmatic and paradigmatic relations: langue and parole; Competence and Performance.

Unit – III Sound Patterns and Word Structure 15

- Brief introduction of phonetics and phonology: Definition of Sound, Phone, Phoneme, Allophone, Syllables, Stress and Intonation; Levels of Linguistics Description: Contrastive Minimal Pair, Free Variation and Complementary Distribution; Basic overview of morphology: Morph, Morpheme, and Allomorph; Word Formation: Inflectional and Derivational Processes.

Unit – IV Sentence Formations and Meaning 15

- Outline Structure of Syntax and Semantics; IC Analysis and Construction types; Phrase Structure and Transformational Grammar. Basic Concept of Semantics: Synonymy, Antonym; Homonymy; Polysemy; Hyponym; Compositional Semantics: Sense and Reference.

Bibliography

Text Books

1. Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer. 1999. *Linguistics: An Introduction*. UK: Cambridge University Press.
2. Fromkin, V., and R. Rodman and Nina Hyams. 2013. *An Introduction to Language* New York: Cengage Learning (10th Edition)

Reference Books

1. Chomsky Noam A, 1976. *Reflection on Language*. CUP
2. Michael McCarthy & Felicity O'Dell. 2022. *English Vocabulary in use (Intermediate)*
3. *Linguistics: an introduction*, McGregor, W. B., 2010

Journals / Publications

1. The Linguistics Department's Website: <http://ling.rutgers.edu>
2. Sakai (Course Management System): <http://sakai.rutgers.edu>
3. Student Absence Reporting System: <https://sims.rutgers.edu/ssra/>
4. The Department of Linguistics Newsletter (SNARL): <http://ling.rutgers.edu>: click News and Events > Our Newsletter.

Programme Title: M.A. in Linguistics
Course Title: Phonetics & Phonology (Core)
Course Code: PLITC10402

Semester – I
Course Type (Core)
Credits: 04

Instructor:

Hours of Teaching: 60

Marks :100

Introduction: Phonetics is the study of the production and perception of speech sounds, and phonology concerns the study of more complex and abstract sound patterns and structures (syllables, intonation, etc.). Several researchers at the Department of Linguistics focus on a range of different types of phonetic and phonological research, including fieldwork, corpus data analysis, experimental phonetics, and articulator methods.

Objectives:

1. To train the students to identify the speech sounds of world languages
2. To enable the students to classify and transcribe the speech sounds of Language of various natures besides imparting different schools of thought pertaining to phonetics and phonology
3. To train them with IPA transcription for any language
4. To identify the parts of the vocal tract and their roles in speech production
5. To describe phonological patterns using phonological rule format and feature specifications and the methods of phonemic analysis

Outcomes:

At the end of the course teaching, it is expected that students have;

1. Remembered broad and narrow transcription in phonetics
2. Understood segmental and supra segmental features of speech sounds
3. Applied the concept of phonetic transcription methods by using IPA
4. Described and analyzed various phonetic and phonological perspectives in recorded language data
5. Evaluated phonemes and allophones and from basic phonological pattern of any given languages
6. Created awareness about various aspects of research on world language

Teaching Methodology:

Phonetics is a branch of linguistics that comprises the study of the sounds of human speech. That is, the performance, the execution. It approaches, for instance the different accents and variations of the pattern form

Phonology is concerned with the abstract, grammatical characterization of systems of sounds or signs. It analyses the pattern forms of phonemes- units of sound

Expert lectures, online seminars – webinars

Testing and Evaluation:

- | | |
|---|----|
| c) Internal Assessment - | 40 |
| 1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation | |
| d) End Semester Examination - | 60 |

Indicative Course Content

Unit-1 Introduction to Phonetics 12 hours

Definition Phonetics – Branches of Phonetics: Articulatory Phonetics – Acoustic Phonetics – Auditory Phonetics – Speech organs and their function - Airstream mechanism – Pulmonic, Glottalic and velaric Airstream mechanism – Sound Production: - Place of articulation - Manner of articulation – Active and Passive articulators – Kinds of Phonation – Different kinds of Strictures.

Unit-II Classification of Speech Sounds 12 Hours

Speech sounds: Vowels Production, Tongue Position, Lip Position, Rounded and unrounded Vowels, Cardinal Vowels – Consonants sub classification – Monophthongs and Diphthongs – Co- articulation, segments, syllabic structure, open and closed syllable, onset, peak and coda – Supra segmental Features: Definition and Classification – Stress, Primary and secondary stress - Tone, Pitch, Intonation and Juncture.

Unit-III Phonetic Transcription 12 hours

Transcription Definition – Use of transcription - Recording and transcribing speech sounds – IPA – Phonetics symbols – Kinds of transcription: Narrow and Broad Transcription - Transcription practice in phonetics Laboratory – Writing and Reading transcription – Transcription Assignments.

Unit-IV Introduction to Phonology 12 Hours

Relation of Phonetics and Phonology – Phone, Phoneme and Allophone – Phoneme Identification procedures – Complementary distribution – Contrastive distribution – Free variation – minimal pair– Neutralization and Archiphoneme.

Phonology Indifferent Schools 12 Hours

Descriptive Phonology – Prague Phonology – Generative Phonology - Auto segmented Phonology –Linear – Non-Linear Phonology – Computational Phonology Lexical Phonology – Optimality theory.

Bibliography

Text Book(s)

1. Abercrombie, D. 1967 Elements of Phonetics Edinburgh, University Press.
2. Brosnahan, L. E &Malmberg B, 1976, Introduction to phonetics. Cambridge: CUP.
3. Catford, J.C. 1990, A Practical introduction to Phonetics. Oxford: Clarendon Press.
4. Nida, E.A. 1949, Morphology - the descriptive analysis of word. Michigan: University of
5. Michigan. Pike, K.L. 1947, Phonemics. Ann Arbor, MIT.
6. D. B. Fry,1979, The Physics & Speech, Cambridge University Press, Cambridge Francis Katamba.1989, Introduction to Phonology.

Reference Books:

1. Abercrombie. D, *Elements of general phonetics*. Edinburgh University Press: Edinburgh.1967.
2. Catford, J.C, *A practical introduction to phonetics*. Clarendon Press: Oxford. 1989
3. Pike. K.L, *Phonetics*. The University of Michigan Press: USA. 1964.
4. *David Odden, Introducing Phonology*. Cambridge University Press: Cambridge. 2005.
5. Durand, Jacques, *Generative and Non-linear Phonology*. Longman. 1990.

Online Contents:

[MOOC, SWAYAM, NPTEL, Websites etc.]

https://www.internationalphoneticassociation.org/redirected_home
https://www.internationalphoneticassociation.org/content/links-phonetics-resources#A6
https://all-about-linguistics.group.shef.ac.uk/
https://sites.google.com/a/sheffield.ac.uk/aal2013/branches/phonetics/what-is-phonetics
https://www.britannica.com/science/phonetics
https://www.routledgehandbooks.com/pdf/doi/10.4324/9781315145006-4
https://linguistics.berkeley.edu/~kjohnson/English_Phonetics/

Programme Title: M.A. in Linguistics
Course Title: Morphology (Core)
Credits: 4

Semester – I
Course Code: PLITC10403
Hours of Teaching: 60

Introduction: Morphology is the study of words and their parts. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension.

Objectives:

1. To equip the students with the Linguistics techniques of morphological analysis and to know the concepts of morphology.
2. To know the inflection and derivation of words
3. To know the morphological analysis related to nouns and verbs
4. To know the techniques of analyzing the morphology of a new language
5. To know the relationship of morphology and syntax

Outcomes:

At the end of the course teaching, it is expected that the students have:

1. Learned the concepts of Morphology
2. Understood the procedures for the analysis of morphology of any language
3. Applied the principles for any unknown languages
4. Analyzed their mother tongue as well as a new language to write a grammar
5. Evaluated the principles applied in other languages by contrastive study
6. Created rules for Morphological Analyzer

Teaching Methodology:

Throughout the teaching process, incorporate a variety of activities, including lectures, discussions, exercises, and hands-on assignments, to cater to different learning styles and reinforce understanding. Expert Lectures, Online Seminars – Webinars.

Testing and Evaluation:

- | | |
|---|----|
| a) Internal Assessment - | 40 |
| 1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation | |
| b) End Semester Examination - | 60 |

Indicative Course Content**Unit:1 Concepts of Morphology****12 Hours**

Introduction: Morphology – Morphological Units – Morph - Allomorph – Morpheme – Monomorphemic Word – Dimorphemic Word – Polymorphemic Word – Parallelism between Morphological Terms and the Phonological Terms. \

Unit-II Classification of Morphemes

12 Hours

Classification of Morphemes: Roots and Stem. Affixes: Prefix – Infix – Suprafix - Suffix. Types of Morphemes: Free Morpheme vs. Bound Morpheme, Continuous vs. Discontinuous, Obligatory vs. Optional, Additive, Subtractive, Reduplicative, Completive vs. Noncompletive – Nucleus vs. Non Nucleus Morphemes. Types of Morphs: Empty – Zero – Portmanteau – Replacive – Endocentric – Exocentric – Abbreviations. Inflection and Derivation.

Unit-III Word Formations

12 Hours

Identification of Morphemes: Morph - Morpheme – Allomorph – Nida’s Principles. Procedures for Segmenting Morphs – Grouping Allomorphs into Morpheme – Conditioning of Allomorphs Phonologically and Morphologically. Morphophonemics: Internal Sandhi vs. External Sandhi, Phonemic Changes, Regular vs. Irregular.

Unit-IV Structure of Syllables and Forms

12 Hours

Differences between Word and Morpheme: Structure of Word: Syllables – Monosyllabic – Disyllabic – Trisyllabic, Types of Words. Free Compound Complex. Paradigmatic and Syntagmatic Relations: Item and Arrangement – Item and Process – Word and Paradigm. Morphosyntactic Structure Cases, Participles.

Noun & Verb Morphology

12 hours

Morphology: Noun Morphology – Pronouns, Number, Gender – Numerals - Case grammar. Verb Morphology: Verb Structure – Tense Marker – Finite vs. Non-finite Verb. Adjectives, Adverbs, Particles, Clitics.

Bibliography

Text Book(s)

1. Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillan
2. Matthews, P.H. 1974, Morphology, Cambridge University Press, Cambridge
3. Nida, E.A. 1949, Morphology, University of Michigan Press, Michigan
4. Elson, B & Pickett. V.S. 1962, An Introduction to Morphology and Syntax, SIL

Reference Books

1. *Agesthialingom, S. 1967, A Generative Grammar of Tamil, Dept. of Linguistics, Annamalainagar*
2. *Gleason, H.A. 1976 An Introduction to Descriptive Linguistics, New York.H.R.W.*
3. *Verma, K. & Krishnaswamy, N. 1989, Modern Linguistics: An IntroductionOxford University Press, London*
4. *Crystal, D. 1987, The Cambridge Encyclopedia of Language, CUP, Cambridge*
5. *Lyons, J. 1968, Introduction to Theoretical Linguistics, CUP, Cambridge*
6. *Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]*
7. <https://www.youtube.com/watch?v=zQ81ypnnMHo>
8. <https://www.goodreads.com/book/show/3467141-morphology?>

Program: **MA in Linguistics**

Course Title: **Syntax: Chomskyian and Hallidayen Approaches**

Course Code: **PLITC10404**

Semester: I

Course Type: **Core**

Credit: **4**

Note: this course comprises of two major approaches to syntax informed by Chomskyian and Hallidayen orientations in section – I and II for two credits seperately.

Section – I Syntax: Chomskyian Approach

Introduction:

In this course, Section – I on syntax: chomskyian approach we introduce basic framework, key concepts and subsequent developments in theory of syntax focusing on grammar, structure and Null Constituents in unit – I and Movement, agreement, projections and phases in unit – II in order to develop insight into chomskyian mode of analysis and help students to do practical exercises with ample illustrations.

Objective:

1. To develop awareness and orientation to chomskyian approach to syntax.
2. To understand chomskyian framework and key concepts of a grammar and structure.
3. To analyse chomsky's ideas of constituency, movement, agreement, projections and phases.
4. To do adequate exercises in order to understand frames, concepts and syntactic structures with ample illustrations.

Course Learning Outcomes (CLOs) of this course.

After the completion of teaching of this course, students will have:

1. Developed awareness and orientation to chomskyian approach to syntax.
2. Understood chomskyian framework and key concepts of a grammar and structure.
3. Analysed chomsky's ideas of constituency, movement, agreement, projections and phases.
4. Done adequate exercises in order to understand frames, concepts and syntactic structures with ample illustrations.

Mode of Teaching:

The teaching method comprises of mixed activities including lectures PPT presentations, reading key texts, classroom peer discussions writing summaries focussing discussion and interacting followed by exercises of different varieties.

Evaluation

As per the university guidance there shall be continuous internal assessments for 20 marks and end semester examination for 30 marks for section – I syntax chomskyian approach.

Indicative Course Content:

Unit – I

(15hrs)

Grammar, Structure and Null Constituents:

- a) Grammar:
Overview; Traditional grammar: categories and functions; Universal Grammar; The Language Faculty; Principles of Universal Grammar; Parameters; Parameter setting.
- b) Structure:
Overview; Phrases; Clauses; Specifiers; Intermediate and maximal projections; Testing structure; Syntactic relations; Bare phrase structure.
- c) Null constituents:
Overview; Null subjects; Null auxiliaries; Null 'T' in indicative clauses; Null 'T' in subjunctive clauses; Null 'T' in infinitive clauses; Null 'C' in finite clauses; Null 'C' in infinitive clauses; Null complementizers and case-marking; Defective clauses; Null determiners and quantifiers.

Unit – II

(15hrs)

Movement, Agreement, Projections and Phrases:

- a) Movement
 - (i) Head movement
Overview; T-to-C movement; Movement as copying and deletion; V-to-T movement; Head movement; Auxiliary raising; Another look at negation; Do-support; Head movement in nominal.
 - (ii) Wh-movement:
Overview; Wh-questions; Wh-movement as copying and deletion; Driving wh-movement and auxiliary inversion; Pied-piping of material in the domain of a wh-word; Pied-piping of a superordinate preposition; Long-distance wh-movement; Multiple wh-questions; Wh-subject questions; Exclamative and relative clauses.
 - (iii) A-movement:
Overview; Subjects in Belfast English; Idioms; Argument structure and theta-roles; Unaccusative predicates; Passive predicates; Long-distance passivisation; Raising; Comparing raising and control predicates.
- b) Agreement, case and A-movement:
Overview; Agreement; Feature valuation; Uninterpretable features and Feature Deletion; Expletive 'it' subjects, Expletive 'there' subjects; Agreement and A-movement; EPP and agreement in control infinitives; EPP and person agreement in defective clauses; Defective clauses with expletive subjects.
- c) Split projections and Phases:
 - (i) Overview; Split CP: force, topic and focus projections; Split CP: finiteness projection; Split TP: aspect and mood projections; Split VP: transitive, ergative

structures; other transitive structures and unergatives; Object Control structures; unaccusative structures; passive and raising structures.

(ii) Phases; Overview; Phases; Intransitive and defective clauses; Phases and A-bar movement; A-bar movement intransitive clauses; Uninterpretable features and feature in heritance; Reflections on feature in heritance; Independent probes; Subject questions; More on sub extraction.

Recomanded Texts:

1. Radford, Andrew. *Analysing English sentences: a minimalist approach* / Andrew Radford. p. cm. Includes bibliographical references and index. ISBN 978-0-521-51697-6 (hardback)– ISBN 978-0-521-73191-1 (pbk.)
2. Radford, Andrew. *English Syntax an Introduction*; Cambridge University Press

References:

1. Carnie, Andrew. 2006. **Syntax: A generative introduction (2nd ed.)**. Blackwell Publication.
2. Haegeman, Liliane. 1994. **Introduction to government and binding theory (2nd ed.)**. Blackwell Publication.
3. Chomsky Noam. 1957. **Syntactic Structure**. Mouton
4. Culicover, P.W.1976. **Syntax**. London: Academic Press.
5. Culicover, P.W.1997. **Principles and Parameters: An Introduction to Syntactic Theory**, Oxford: Oxford University Press.
6. Fabb, N. 1994. **Sentence Structure**. London: Routledge.
7. Freidin, R. 1992. **Foundations of Generative Syntax**. Cambridge, Massachusetts: MIT Press.
8. Fromkin, V.A. (ed.) 2000. **Linguistics: An Introduction to Linguistic Theory**. Cambridge, Massachusetts: Blackwell.
9. Lasnik, Howard, &Uriagereka, Juan 1988. **A course in GB syntax**. MIT Press. Poole, Geoffrey (2002). *Syntactic theory*. Palgrave
10. Radford, A. 1988. **Transformational Grammar**. Cambridge: Cambridge University Press.
11. Radford, A. et.al. 1999. **Linguistics: An Introduction**. Cambridge: Cambridge University Press.
12. Riemsdijk, H.Van & Williams, E. 1986. **Introduction to the Theory of Grammar**. Cambridge, Massachusetts: MIT Press.
13. Roberts, I. 1997. **Comparative Syntax**. London: Arnold.

Section – II Syntax: Hallidayen Approach

Introduction

In this course, we introduce functional grammar in general as a theory of grammar as part of the holistic theory of human language, and we show how this theory of grammar is manifested in the description of the grammar of English with reference to other particular languages (especially other major ones spoken in India). In this functional theory of grammar, grammar is interpreted as a resource for making meaning through wording — grammatical structure, grammatical items and lexical items. The course will prepare students to engage with the extended spectrum of research and application where functional grammar has played and is playing a central role — some of which are mentioned below, but also e.g. accounts of the evolution of modern language out of archaic language (and by another step backwards, out of protolanguage); investigations of language and the brain (especially in neurosemiotics).

We explore the metafunctional organization of grammar — grammar as a resource for construing our experience of the world around us and inside us (ideational meaning, including both experiential and logical meaning), grammar as a resource for enacting social roles, relations and values (interpersonal meaning), and grammar as a resource for encapsulating these two strands of meaning as a flow of text in context that is easy for our listeners and readers to process (textual meaning).

The course is designed to give students an understanding of the overall functional organization of grammar and of why it is organized the way it is, and enable them to develop the skills to analyse text in grammatical terms — to analyse experiential, interpersonal and textual patterns in the clause and its constituent elements (nominal, verbal, adverbial and conjunction groups and prepositional phrases) and logico-semantic relations used to combine clauses into clause complexes.

Through the analysis of texts in context, students will be able to explore key aspects of the roles of languages in society — in Indian society, and in other societies, and address problems arising the communities by developing language-based solutions (e.g. in education, healthcare, workplaces, administration, law, information science and computational modelling). This is possible because the approach to grammar adopted in this course is an applicable one — one developed to have the power to answer wide ranges in questions that arise in linguistics, other disciplines and the community at large. This applicable approach to the engagement with language, Systemic Functional Linguistics (SFL), has a long history, and has been expanded rapidly in the last few decades as a world-wide collaborative undertaking, with a growing number of applicable descriptions of languages from all continents. SFL is resonant with the developments in the 21st century of systems thinking, holistic theory, and the use of big data (including for the investigation of probabilistic conceptions of language).

Relevance for other Courses

This course provides students with a solid foundation in using the tools of functional grammar and text analysis. Functional grammar is used in many courses as a basis for understanding discourse and analysing discourse, including:

Semester I: semantics; context and register variation

Semester II: Systemic Functional Linguistics; sociolinguistics; computational and quantitative studies; language description, comparison and typology; cross-cultural communication; language evolution

Semester III: applied linguistics; translation studies; educational linguistics; academic research writing; ecolinguistics

Semester IV: research project

Course Objectives

The objectives of the course will be to enable students;

1. To work with Functional Grammar: a meaning making model of grammar
2. To view language as a system organized into levels or strata, with grammar as a stratum intermediate between semantics and phonology (or graphology), and understand the concepts of context, register, genre and text
3. To analyse text and describe language as meaning making potential through the metafunctions: interpersonal, ideational (experiential, logical), textual
4. To analyse how texts are used to enact our roles, relationships and attitudes (interpersonal meaning)
5. To analyse how texts are used to construe our experience of the world (experiential meaning)
6. To analyse how texts are used to construct interpersonal and ideational meanings as a flow of text in context (textual meaning) In short, by the end of the course, students will be empowered as MA students, aspiring research students and professionals with additional resources and skills.

Methods of Teaching

Lectures with PPT presentation, practice of reading a key text followed by discussion, exercises in analysis of texts.

Evaluation

Assessment shall be as per the university directions, internal for 20 marks and end semester for 30 marks. The goals of these assignments are to provide students with an opportunity to:

- analyse authentic texts
- relate the analysis of text to the interpretation of patterns in text
- assess the quality of texts
- reflect on the value of text analysis for their own professional practice

Learning Outcomes

Upon completion of this course students will be able to:

- work with Functional Grammar: a meaning making model of grammar
- view language as a system organized into levels or strata, with grammar as a stratum intermediate between semantics and phonology (or graphology), and understand the concepts of context, register, genre and text
- analyse text and describe language as meaning making potential through the metafunctions: interpersonal, ideational (experiential, logical), textual
- analyse how texts are used to enact our roles, relationships and attitudes (interpersonal meaning)
- analyse how texts are used to construe our experience of the world (experiential meaning)
- analyse how texts are used to construct interpersonal and ideational meanings as a flow of text in context (textual meaning)
- In short, by the end of the course, students will be empowered as MA students, aspiring research students and professionals with additional resources and skills.

Course Content Indicative

The course is organized into 2 units, starting with an overview of the system of grammar and continuing with outlines of the major functional systems of the clause

Unit	Topic	Reading
1	The overall organization of grammar (more accurately, lexicogrammar) as a for making meaning (constructing meanings as meanings): the rank hierarchy of grammatical units (covering both “syntax” and “morphology”), the modes of meaning (metafunctions); the continuity between grammar and lexis (i.e. lexicogrammar); the relationship between grammar and semantics and between grammar and phonology, with emphasis on prosody (graphology)	Halliday & amp; Matthiessen (2014, forthcoming): Chapters 1 and 2
2	The textual systems of grammar: the clause as message the system of theme; the information unit; systems of cohesion (conjunction; reference, substitution-& amp; -ellipsis, lexical cohesion)	Martin, Matthiessen, Painter & amp; Zhang (forthcoming): Chapter 2
3	The textual systems of grammar: the clause as message the system of theme; the information unit; systems of cohesion (conjunction; reference, substitution-& amp; -ellipsis, lexical cohesion)	Martin, Matthiessen, Painter & amp; Zhang (forthcoming): Chapter 2
4	The interpersonal systems of grammar: the clause as move (proposition/ proposal) in dialogue: the system of Martin, Matthiessen, mood, the system of interpersonal assessment (modality; appraisal), etc.; the relationship between interpersonal	Painter & amp; Zhang (forthcoming): Chapter 3

	grammar and lexis — the enactment of roles, relations and values as meaning	
5	The experiential systems of grammar: the clause as figure (configuration of process + participants + circumstances): the system of transitivity (agency, process type, circumstantiation); the relationship between experiential grammar and lexis — the construal of experience as meaning	Martin, Matthiessen, Painter & Zhang (forthcoming): Chapter 4

References

Textbooks

1. Halliday, M.A.K. & Christian M.I.M. Matthiessen. forthcoming. Halliday's Introduction to Functional Grammar. [5 th edition; 4 th edition: 2014] London: Routledge.
2. Martin, J.R., Christian M.I.M. Matthiessen, Clare Painter & Zhang Dongbing. forthcoming. Deploying Functional Grammar. London: Routledge.
3. Additional readings and reference materials
4. Halliday, M.A.K. 1985. "Dimensions of discourse analysis: grammar." In Teun A. van
5. Dijk (ed.), Handbook of Discourse Analysis. Volume 2. New York: Academic Press. 29-56. Reprinted in M.A.K. Halliday (2002), On grammar. Volume 1 in the Collected Works of M.A.K. Halliday, edited by Jonathan Webster. London & New York: Continuum. Chapter 10: 261-286.
6. Halliday, M.A.K. 2003. Linguistic Studies of Text and Discourse. Volume 2 of Collected Works of M.A.K. Halliday. Edited by Jonathan Webster. London & New York: Continuum.
7. Halliday, M.A.K. 2014. "That 'certain cut': towards a characterology of Mandarin
8. Chinese." Functional Linguistics 1: 4-23.
9. Kashyap, Abhishek Kumar. 2019. "Language typology." In Geoff Thompson, Wendy L. Bowcher, Lise Fontaine & David Schöntal (eds.), The Cambridge handbook of systemic functional linguistics. Cambridge: Cambridge University Press. 767-792.
10. Matthiessen, Christian M.I.M. 2004. "Descriptive motifs and generalizations." In Alice Caffarel, J.R. Martin & Christian M.I.M. Matthiessen (eds.), Language typology: a functional perspective. Amsterdam: Benjamins. 537-673.
11. Matthiessen, Christian M.I.M. 2007. "Lexicogrammar in Systemic Functional Linguistics: descriptive and theoretical developments in the "IFG" tradition since the

- 1970s.” In Ruqaiya Hasan, Christian M.I.M. Matthiessen & Jonathan Webster (eds.),
12. Continuing discourse on language. Volume 2. London: Equinox. 765-858.
13. Matthiessen, Christian M.I.M. 2014. “Extending the description of process type in delicacy: verb classes.” *Functions of Language* 21(2): 139-175.
14. Matthiessen, Christian M.I.M. 2023. “Afterword: describing languages systemic-functionally.” In J.R. Martin, Beatriz Quiroz & Wang Pin, *Systemic Functional Grammar: a text-based description of English, Spanish and Chinese*. Cambridge: Cambridge University Press. 382-401.
15. Matthiessen, Christian M.I.M. & M.A.K. Halliday. 2009. *Systemic Functional Grammar: A First Step into the Theory*. Bilingual edition, with introduction by Huang Guowen. Beijing: Higher Education Press.
16. Matthiessen, Christian M.I.M. & Kazuhiro Teruya. 2024. *Systemic Functional Linguistics: a complete guide*. London: Routledge. Mwinlaaru, Isaac N. & Winfred Wenhui Xuan. 2016. “A survey of studies in systemic functional language description and typology.” *Functional Linguistics* 3:8. Prakasam, V. 2004. “Metafunctional profile of Telugu.” In Alice Caffarel, James R. Martin & Christian M.I.M. Matthiessen (eds.), *Language typology: a functional perspective*. Amsterdam: Benjamins. 433-478.

Program: MA in Linguistics

Course Title: Dravidian Language Scripts

Course Code: PLITA10401

Course Instructor:

Teaching Hour: 15

Semester: I

Course Type: Core

Credit: 02

Total Marks: 50

Introduction:

This course serves as an introduction to Language Scripts of four Dravidian languages, offering students insight into its traditional and practical orthography of scripts. After the completion of the course teaching, students will have gained a solid understanding of development of scripts in four major languages of Dravidian family. They will also develop the skills necessary to analyse diverse linguistic variations in all types of Dravidian scripts. The learners will come to describe with recognition, differentiation and association in various combinations of scripts. To develop understanding of South Dravidian language scripts for writing and reading letter and sounds and symbols for speaking and listening in general, especially for non-Dravidian learners. This will cover four major languages, to enable students to write, read, speak, and listen common words from Dravidian languages, to promote interest in Dravidian languages, particularly in the students of non-native language.

Course Objectives:

1. To understand the significance of the use of Dravidian scripts in various languages.
2. To identify of Dravidian sound, symbols and scripts; speak, read, and write.
3. To make a comparative account of letters symbols & sounds comparative.
4. To identify the letters symbols, sounds in common words in corresponding language.
5. To learn to the methods of Script writing and recognition of scripts.
6. To understand the association method within scripts, combination of consonants and vowels.

Course Learning Outcomes:

After the completion of the teaching of the course, students will have:

1. Understood the significance of developing and the use of Dravidian scripts in various languages.
2. Identified of SD sound, symbols & scripts; speak, read, and write.
3. Identified of sounds, symbols, & script of SD language.
4. Made a comparative account of letters symbols & sounds comparative.
5. Identified the letter symbols, sounds in common words in corresponding language.
6. Learnt to the methods of Script writing and recognition of scripts orthography.
7. Gained insight into differentiate among Dravidian scripts which are using various languages.
8. Understood the association method within scripts, combination of consonants and vowels.

Mode of Teaching:

The classes encompass a diverse range of teaching activities designed to engage student's in multifaceted learning experiences. These activities include

- Comprehensive lectures delivered by the instructor/facilitator.
- Interactive tutorials aimed at reinforcing understanding.
- Dynamic demonstrations to illustrate concepts in practice.

□ Hands-on practical writings to use in languages. And engaging peer discussions fostering collaborative learning and critical thinking. All together, these components create a rich and immersive learning environment conducive to holistic comprehension and skill development.

Evaluation:

There will be few Internal Assessments (IA) comprising of 10/15 marks. The best scores obtained in the IA will be considered for final grading. The IAs is based on tests, assignments, and Viva-Voce and classroom participation.

Indicative Course Content:

Unit I: Introduction to the scripts of Dravidian language with existing vowels and consonants of their language.

- i) Identification of letters and sounds.
- ii) Practice in writing and reading the letters use of IPA symbols for corresponding letters.
- iii) Comparison of letters, sounds, symbols, and differentiate among them and its use in various languages.
- iv) Common word formation and hand writing practice. Through which learners can develop their language skills such as writing, reading, speaking and listening etc.

References:

- 1. Hand outs and class notes
- 2. Class work and practices 2008 Dr. V.B. Muttinamath, Concise Guidance for Second Language Learner, LBSNAA., Mussoorie India

Program: **MA in Linguistics**

Course Title: **Inter-Cultural Communication**

Course Code: **PLITD10401**

Course Instructor:

Semester: **I**

Course Type: **Generaic Elective**

Credit: 03

Total Marks: 75

Introduction: This course aims to develop intercultural communication skills, using an applied linguistics approach. This course introduces students to the concept and study of intercultural

communication and explores issues related to intercultural communication system. In this course, you will develop a greater understanding of the challenges and complexities of intercultural communication in the global context. Course content is provided from a critical, comparative and eminently practical point of view to introduce students to intercultural communication by means of critical incidents, and student research.

Learning Objectives

1. To introduce students to Inter-Cultural and Interpersonal Communication.
2. To analyse students to Inter-Cultural Perception Culture, Community and Identity.
3. To learn students to Inter-Cultural Perspectives.
4. To understand students to Value Orientations and Intercultural Communication in Context.

Learning Outcomes

1. At the end of the teaching of the course the students are expected to have:
2. Introduced Inter-Cultural and Interpersonal Communication.
3. Analysed to Inter-Cultural Perception Culture, Community and Identity.
4. Learned Inter-Cultural Perspectives
5. Understood Value Orientations and Intercultural Communication in Context.

Teaching Methods: In this course the following methods are to be used; Classroom Session, guiding for Presentation / Seminar, Qualitative Quantitative and Mixed. Weekly Reading Assignment Summaries: Each student will contribute the subject Intercultural Communication provided into face-to-face sessions and diverse autonomous learning activities. In the weekly sessions the student is required to participate actively to develop the different competences of the subject and ensure comprehension of theories and concepts from a practical and applied perspective. In-class learning activities include: Lectures, Pair and group work: problem-solving, experiential learning activities, case studies, simulations, role plays, learning walks; Full class activities: Discussion, presentations Independent learning activities include: Autonomous study, Individual assignments. i.e. Online tests, forum posts, tasks; Collaborative assignments such as presentations, research tasks, case studies, critical incidents. One way you can contribute to class discussions is to post relevant articles, photographs, website materials or videos you find that relate to course topics. Student involvement is vital to the success of this course and you are expected to play an active part in the assigned activities.

Testing and Evaluation:

- e) Internal Assessment - (20+10+10) **40**
1 + 1 + 1 = 3 (1st month written test=20, 2nd month assignment=10 and
3rd month seminar/presentation=10)
- f) End Semester Examination - **60**

Indicative Course Content

Unit 1: **15**

Introduction to Inter-Cultural and Interpersonal Communication

- Approaches to intercultural communication; Intercultural communicative competence and intercultural citizenship; researching intercultural communication. Fundamentals of Inter-Cultural and Interpersonal Communication: The Components and Characteristics of Communication. And Fundamentals of Intercultural Communication: Forms of Intercultural Communication and Models of Intercultural Communication.

Unit 2: **15**

Inter-Cultural Perception Culture, Community and Identity

- Cultural diversity; Globalization; Social justice. Basic concept of Culture, etc.; Individual and social identity; Identity negotiation, intergroup threat and intergroup bias; Stereotype, prejudice, racism, discrimination, Culture and Perception: Beliefs, Values, and Attitudes; American Cultural Patterns; Diverse Cultural Patterns; Hofstede's Value Dimensions, Kluckhohn, and Strobeck's Value Orientation, Hall's High and Low-context Languages.

Unit 3: **15**

Inter-Cultural Perspectives

- Cultural Perspectives: Diverse World View, Family Religion, and History. And Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures.

Bibliography

Text Books

1. *Communicating Between Cultures*, 2nd ed. (Larry A. Samovar and Richard E. Porter, Wadsworth, 1995).
2. *Intercultural Communication: A Reader*, 7th ed. (Larry A. Samovar and Richard E. Porter, Wadsworth, 1994)

Reference Books

1. Evanoff, R. (2020). Introducing intercultural ethics. In: *The Cambridge Handbook of Intercultural Communication*, Rings, G., & Rasinger, S. (eds.). Cambridge University Press.
2. Michael McCarthy & Felicity O'Dell. 2022. *English Vocabulary in use (Intermediate)*
3. Chomsky N. 1986. *Knowledge of Language: Its Nature, Origin and use*. Greenwood Publishing Group.
4. *Linguistics: an introduction*, McGregor, W. B., 2010

Journals / Publications

1. Arasaratnam, L. A., & Doefel, M. L. (2005). Intercultural Communication Competence: Identifying key components from multicultural perspectives. *International Journal of Intercultural Relations*, 29, 137–163.
2. Hofstede Insights at <https://www.hofstede-insights.com/> Moodle campus of the subject
3. Liu et al. (2019) online materials: <https://study.sagepub.com/liu3e>
4. The Undergraduate Linguistics Club: <http://ling.rutgers.edu>: click Undergraduate Club in the rightmost box.
5. The Department of Linguistics Newsletter (SNARL): <http://ling.rutgers.edu>: click News and Events > Our Newsletter.

Semester-2

Second Semester

S. No	Course Code	Course		Credits
1	PLITC20501	Semantics	Core	4
	PLITC20502	Systemic Functional Linguistics	Core	4
2	PLITC20503	Sociolinguistics	Core	4
3	PLITC20504	Psycholinguistics	Core	4
4	PLIPA20501	Field Visit -1	Core	1
5	PLITD20501	Educational Linguistics	GE	3
		Total Credits		20

Program: MA in Linguistics

Course Title: Semantics

Course Code: PLITC20501

Course Instructor:

Teaching Hour: 60

Semester: II

Course Type: Core

Credit: 04

Total Marks: 100

Introduction: This course introduces students to basic concepts of semantics and pragmatics, drawing examples from the English language. It will enable students to analyse semiotic data in a given social situation both from linguistic and non-linguistic meanings. The course will

help students deepen their insights by making them do several worksheets and practical tasks on various aspects of semantics and pragmatics covered in the course.

Objectives:

1. To understand and analyse the basic concepts in semantics
2. To understand Nature and Scope of Semantics and types of meaning
3. To analyze lexical structure and Meaning and sentence structure and meaning
4. To understand Lexical context of Meaning and Change of Meaning

The Course Learning Outcomes:

After completing the teaching of the course, the student will have:

1. Understood the basic concepts in Semantics and pragmatics.
2. Classified the meaning into the literal and associative meaning of a word.
3. Defined the semantic features of animate or non-animate based on its natural features.
4. Identified the semantic roles in terms of agent, theme, experience, instruments, goal and etc.
5. Grasped the concept of presupposition, entailment, implicature, paraphrase, contradiction etc.
6. Differentiated among word meanings, phrasal meanings, sentential meanings, and contextual meanings.

Teaching Method:

The classes provide a rich array of educational engagements aimed at immersing students in multifaceted learning encounters. These encompass thorough lectures from instructors, interactive tutorials to solidify understanding, dynamic demonstrations showcasing theoretical concepts in action, hands-on practical applications fostering real-world skill development, and lively peer discussions promoting collaborative learning and critical thinking. Together, these activities create a dynamic learning environment where students can engage deeply with the subject matter, apply their knowledge practically, and refine their abilities through interactive exchanges with both instructors and peers.

Evaluation

There will be three Internal Assessments (IA) comprising of 10/20 marks. The best scores obtained in the IA will be considered for final grading. The IA is based on small tests, quiz, assignments, presentations, and summary and classroom participation. Besides, there will be 60 marks End Semester Exam (ESE). Students with at least 75% attendance are eligible for the ESE.

Indicative Course Content:

Unit-I: 15

Basic concepts: Meaning, use, and mention, type and token; form and expression; symbol, icon, and index; sense and reference; denotation and connotation; deixis and definiteness, words, and lexeme. Sense relations: Paradigmatic relations in lexical semantics; synonymy, hyponymy; anatomy; gradable, non-gradable (i.e. complementary) and converse relations; incompatibility and contradiction; homonymy, polysemy, and ambiguity; extension of meaning, prototype theory, and metaphors.

Unit-II: 15

Semantic components of the lexicon: Structural semantics and field semantics; organization of lexemes into fields of meaning; hierarchical structure in the vocabulary and lexical gaps.

Unit-III: 15

Sentence meaning: Sentence and proposition, predicates, arguments and their participant roles, connectiveness, statements, contradictions, questions and variables, presupposition and focus, logical presupposition and entailment, the truth value of propositions, paraphrase relations, analytical meaning of sentences.

Unit-IV: 15

Pragmatic meaning: Speech act analysis, illocutionary and precautionary acts, sincerity condition, conversational implicature, the universe of discourse; the social meaning of utterances, politeness, and other variables.

Bibliography

Text Books:

1. Kroeker Paul (2022). Analyzing meaning: An introduction to Semantics and Pragmatics. 3rd edn. (Textbooks in language sciences 5) Berlin: Language science press.
2. John I. Saeed (2016). Semantics. 4th edn. Wiley Blackwell publishers.
3. James R Hurford, Heasley Brendan and Smith B Michael (2007). Semantics: A coursebook. Cambridge University Press.

Reference Texts:

1. Allan, K (2001). Meaning in Translation
2. Copi, I, & Cohen, C (2022). Introduction to Logic
3. Halliday, M (2006). Meaning in Language

4. Perry, J., Ray.L & Steel, G. (2003). Referring Expressions
5. Schreuder, E., & Langacker, R, W. (2008). Word Meaning in Mental Lexicon

Journals:

1. [Semantics and Pragmatics \(semprag.org\)](http://semprag.org)
2. [Journal of Semantics | Oxford Academic \(oup.com\)](http://oup.com)

Program:MA in Linguistics

Course Title: Systemic Functional Linguistics (SFL)

Course Code: PLITC20502

Course Instructor:

Teaching Hour: 60

Semester: II

Course Type: Core

Credit: 04

Total Marks: 100

1. Introduction:

The course aims to introduce M. A. K. Halliday's Systemic Functional Linguistics a comprehensive general theory of language to the students focusing language as social

semiotics and paradigmatic semantic text- based orientation. The text in context of culture and situation will be analysed at all levels and ranks of language with special emphasis on constituency, structure, function, lexicogrammar and primacy of systemic organisation of language. The theoretical framework and methodological tools, techniques and key words as explained by Halliday shall be studied with adequate illustrations both from English as well as from mother tongue of the learners to enable them to be capable of text analysis at least of two languages.

2. Course Objectives:

1. To introduce students, the theoretical framework of Halliday's Systemic Functional Linguistics.
2. To explain student's methodological tools, techniques and key words of SFL used for text analysis, interpretation comparison and translation from English into mother tongue of the learner.
3. To analyse texts at all levels and ranks of language through SFL.
4. To enable students to be proficient in systemic functional analysis of two languages and potentially oriented for multilingual capacity in a multilingual society.

Course Outcomes:

At the end of the Course teaching, it is expected that:

1. The students are adequately introduced to the framework of Halliday's Systemic Functional Linguistics (SFL).
2. The students have learned methodological tools, techniques and key words of SFL used for text analysis, interpretation, comparison, and translation from English into mother-tongue of the learner.
3. The students are trained in analysis of texts from different domains at all levels and ranks of language through SFL.
4. The students are enabled to be proficient in Systemic Functional analysis of texts from two languages and potentially capable to be multilingual in Indian society.

3. Teaching Method:

Analytical, explanatory, illustrative, use of PPTs, handouts, reading key texts in groups followed by discussions, exercises in writing and interactive sessions.

4. Testing and Evaluation:

End semester examination for 60 marks and internal continuous assessments for 40 marks as per the university notification

5. Indicative Course Content:

Unit I: **15**

Introduction: A Comprehensive Approach to Language: Paradigmatic, Semantic, and Text-based, Main characteristics, Key concepts; The Architecture of Language, Constituency, Lexicogrammar, Metafunctional Spectrum, Register, Applicable and interdisciplinary implications.

Unit II: **15**

Clause as message, exchange and representation; Theme, Transitivity, Mood, Modality and Polarity, Negation, Information Structure, Lexicogrammar, Metafunction and Applying clause analysis to native language clause.

Unit III: **15**

Group and Clause complex, Taxis, Logico-Semantic Relations, Embedding, Rank Scale; Metafunction, Applying analysis to Native Language groups and clause complex.

Unit IV: **15**

Text Semantics, Text and Context, Text as Primary Semantic Unit; Cohesion, and Metaphorical Modes of expression, Applying analysis to Native Language Texts.

References:

Text:

1. M. A. K Halliday (1985/1994) *An Introduction to Functional Grammar*, London. Edward Arnold.
2. M.A.K. Halliday (2014) *Halliday's Introduction to Functional Grammar* 4th Ed. Revised by Christine M I M Matthiessen, Routledge Taylor and Francis Group, London. New York.
3. Hjelmslev, L. (1961) *Prolegomena to a Theory of Language*, trans. By F.J. Whitefield. Madison, WI. Copenhagen.
4. M.A.K. Halliday (2002,03,05) (Ed. By Jonathan J. Webster) *On Grammar*, Vol. in the *Collected Works of M.A.K. Halliday*, Continuum, London, New York.
5. Bloor and Bloor () *The Functional Analysis of English*, A Hallidayen Approach Arnold. New York.
6. Suzanne Eggins (2004) *An Introduction to Systemic Functional Linguistics*, 2ndEdn. Continuum London. New York.

7. M.A.K. Halliday and Christian M I M Matthiessen (2004), *An Introduction to Functional Grammar* 3rdEdn, Hodder Arnold, London. New York.

Journals:

1. Social Semiotics
2. Natural Language and Linguistic Theory
3. International Multilingual Research Journal

Program: MA in Linguistics
Course Title: Sociolinguistics
Course Code: PLITC20503
Course Instructor:

Teaching Hour: 60

Semester: II
Course Type: Core
Credit: 4
Total Marks: 100

Introduction: The course intends to provide the students with a basic introduction to the field of Sociolinguistics. It includes components that will eventually make students sensitive to the nuances of language use in society and enable them to connect varied sociocultural phenomena

and their impact on language. The course also touches on aspects of pedagogy and briefly looks at the implications of language use for education. Finally, the course also tries to bring awareness and understanding of World English.

Objectives:

1. To understand the basic concepts of sociolinguistics
2. To analyze language and society, Linguistic variability and language varieties
3. To analyze Sociology of language planning and Language and Social identity
4. To understand Sociolinguistic Methodology and language and power

The Course Learning Outcomes:

After completing the teaching of the course, the students will have:

1. Recognized how language and social contexts interact.
2. Understood the concepts, terminology, and analytical techniques which are important in understanding sociolinguistic research.
3. Understood different perspectives on context, including identities, social institutions, cultural values and their relationships with language.
4. Practised some analytical techniques used in sociolinguistic work.
5. Demonstrated the clear link between the use of language and the context of that use.
6. Made use of sociolinguistic concepts and terminology to research and real-world examples.
7. Explained some of these language and social context interactions.

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team work during class sessions; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Testing and Evaluation:

- | | | |
|---|---|----|
| a) Internal Assessment | - | 40 |
| 1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation | | |
| b) End Semester Examination | - | 60 |

Indicative Course Content:

Unit- I: 15

Sociolinguistics definition, Concepts, and Frameworks: Language and society, sociolinguistics, the subject matter of sociolinguistics, sociolinguistics, and sociology of language, macro and micro sociolinguistics, traditional dialectology and social dialectology, speech community, verbal and speech repertoire, restricted and elaborated codes, verbal deficit hypothesis.

Unit- II: 15

Language change and language contact: Bilinguals and bi/multilingualism - typologies, bilingual speech community, domains of language use, code-switching and mixing, language maintenance, shift and death, Pidgin and Creole, lingua franca, language loyalty, attitudes towards bilingualism.

Unit III: 15

Linguistic Variation: Types of variation: standard, non-standard, social, regional, and stylistic variables: marker, indicator, and stereotype, sociolinguistic approaches to the study of stylistic variation in language, how language reflects and maintains social stratification, local factors: social network and communities of practice

Unit IV: 15

Language in the social contexts: Communicative competence: an ethnography of speaking, power, and solidarity, introduction to face theory, linguistic politeness, intercultural communication, pronouns of power and solidarity, address terms, communication accommodation, diglossia. Linguistic and social variables, sociolinguistic observations and identification of relevant data, analysis of sociolinguistic data, accounting for patterns and variations.

Bibliography

Text Books

1. Labov, William (1972). *Social patterns of language*. Philadelphia: University of Pennsylvania
2. Wardhaugh, R. (2015). *An Introduction to Sociolinguistics*.
3. Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*.

Reference Books

Blommaert, J. (2010). *The Sociolinguistics of Globalization*.

1. Crystal, David. 2000. *Language Death*. Cambridge: Cambridge University Press.
2. Holmes, J. (2013). *Research methods in sociolinguistics: A practical guide*.
3. Kiesling, S. F. (2011). *Analyzing variation in Language: variables, factors, and methods*.
4. Mesthrie, Rajend (2011). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.
5. Stockwell, Peter (2007). *Sociolinguistics: A Source Book for Students*. London: Routledge.
6. Thomas, Linda and Shan Weiring (2000). *Language Society and Power*. New York: Routledge.
7. Routledge.
8. Trudgill, Peter (2001). *Sociolinguistics: An introduction to language and society*.
9. Harmondsworth: Penguin.
10. Wardhaugh, Ronald (2009). *An introduction to sociolinguistics* (6th ed.). Mass.: Wiley-Blackwell.
11. Watts, R. J. (2003). *Face-threatening acts and Politeness theory: Differing Sociocultural Norms*.

Journals:

1. [Journal of Sociolinguistics \(wiley.com\)](http://wiley.com)
2. [Sociolinguistica \(degruyter.com\)](http://degruyter.com)

Program: MA in Linguistics
Course Title: Psycholinguistics
Course Code: PLITC20504
Course Instructor:

Teaching Hour: 60

Semester: II
Course Type: Core
Credit: 4
Total Marks: 100

Introduction:

This course explores the connection between psychology and language, focusing on topics like language acquisition, learning processes, brain processing, and communication disorders. Students must have basic linguistics knowledge and be able to analyse complex research articles. The course is interactive, involving classroom discussions, readings, and assignments.

It aims to enhance students' critical thinking, analytical, and presentation skills while exploring acclaimed papers in the field.

Objective:

1. To understand the fundamentals of psycholinguistics
2. To examine models of the language-brain relationship
3. To analyse language development from early speech production and perception to a mature system.
4. To explore language processing and language disorders

Course Learning Outcomes (CLOs) of this course.

1. After the completion of the teaching of the course, students will have:
2. Enabled to understand the biological and neuroanatomical bases of language
3. Enabled to comprehend the origin and development of the discipline
4. Learned the research techniques prevalent in psycholinguistics
5. Understood the processes of language acquisition and language learning
6. Studied the various levels of language processing
7. Studied the various kinds of language problem
8. Understood the basis of alternative modes of communication.

Mode of Teaching:

The course offers a variety of educational activities to ensure students engage in diverse learning experiences:

1. In-depth lectures provided by the instructor to deliver comprehensive content.
2. Interactive tutorials designed to strengthen understanding through active participation.
3. Dynamic demonstrations to demonstrate theoretical concepts in real-world scenarios.
4. Hands-on practical applications to develop practical skills applicable to real-life situations.
5. Engaging peer discussions aimed at promoting collaborative learning and enhancing critical thinking skills.

These components work together to create a stimulating learning environment that facilitates holistic comprehension and skill development.

Testing and Evaluation:

There will be three Internal Assessments (IA) comprising of 20 marks each. The best two scores obtained in the IA will be considered for final grading. The IAs are based on small tests, quiz, assignments, presentations, and summary and classroom participation. Besides, there will a 60 marks End Semester Exam (ESE). Students with at least 75% attendance are eligible for the ESE.

Indicative Course Content:

Unit I: Psycholinguistics (origin and history), Psycholinguistic research methods, Human language versus animal communication, Language, Mind and Brain, Bio-neurological basis of language
(Credit: 5, Classes: 8)

Unit II: Models of language-brain relationship (Connectionist models, Process models, Hierarchical models and Global models) **(Credit: 1, Classes: 15)**

Unit III: Child Language Acquisition **(Credit: 1, Classes: 15)**

Phonological development: Early speech production and perception (categorical perception, word segmentation, babbling) to mature system. Syntactic and semantic bootstrapping Stages of sentence production; emergence of functional categories and projections. Lexical acquisition: Diary Studies, large sample studies and longitudinal studies, motherese.

Unit IV: Language processing, Lexical access and sentence comprehension, Reading **(Credit: 5, Classes: 8)**

Unit V: Language disorders: Aphasia syndromes, Anomia, Agrammatism, Dyslexia, Dysgraphia, Stuttering, Linguist's view on Schizophrenia, Language in Mental Retardation, Sign language and Bilingualism. **(Credit: 1, Classes: 15)**

Readings List

1. Aitchison, Jean. 2002. *Words in the mind: an introduction to the mental lexicon*. 3rd ed. Oxford: Blackwell
2. Aitchison, Jean. 2008. *The Articulate Mammal*. London: Routledge.
3. Bock, J. K. & J. Huitema. 1999. Language production. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press. [See page 365-388]
4. Caplan, David. 1998. *Neurolinguistics and Linguistic Aphasiology*. Cambridge: Cambridge University Press. [See part I & II Chapters 1-10]
5. Caplan, David. *Language Processing and Disorders*. Cambridge: MIT Press.
6. Caron, Jean. 1992. *An Introduction to Psycholinguistics*. New York: Harvester Wheatsheaf. [See chapters 1, 2 & 8]
7. Carroll, D. W. 2004. *Psychology of language*. 4th ed. Belmont, CA: Wadsworth/Thomson.
8. Crystal, David. *Linguistic Encounters with Language Handicap*. London: Basil Blackwell.
9. Fernandez, Eva M. & Helen Smith Cairns. 2011. *Fundamentals of Psycholinguistics*. Oxford: Wiley-Blackwell.
10. Field, John. 2003. *Psycholinguistics: A Resource Book*. Cambridge: Routledge.
11. Field, John. 2004. *Psycholinguistics: The Key Concepts*. Cambridge: Routledge.
12. Field, John. 2005. *Language and the Mind*. London: Routledge.
13. Garman, Michael. 2000. *Psycholinguistics*. Cambridge: Cambridge University Press. [See chapters 1, 2, 3, 6 & 7]

13. Garnham, Allan. 1989. *Psycholinguistics: Central Topics*. London: Routledge. [See chapters 1,3, 5 & 6]
14. Gleason, Jean Berko& Ratner Nan Bernstein. 2005. *The Development of Language*. Boston: Pearson. [See chapters 1, 2, 3, 4 & 5]
15. Guasti, Maria Teresa. 2002. *Language Acquisition*. Cambridge: MIT Press. [See chapters 1, 2, 3& 4]
16. Kess, J. F. 1992. *Psycholinguistics: psychology, linguistics, and the study of natural language*. Amsterdam, Philadelphia: John Benjamins.
17. Pickering, M. 1999. Sentence comprehension. In: Garrod, S. & M. Pickering (eds.). *Language processing*. Hove: Psychology Press, [See page 123-153]
18. Saviile-Troike, Muriel. 2006. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. [See chapters 1, 4 & 5]
19. Scovel, T. 1998. *Psycholinguistics*. Oxford: Oxford University Press.
- Sekerina, Irina A. et al. 2008. *Developmental Psycholinguistics*. Amsterdam. John Benjamin Publishing Company. [See chapters 1, 3 & 6]
- Smith Cairns, H. 1999. *Psycholinguistics: an introduction*. Austin, TX: Pro Ed. -
- Steinberg, D. D. & N. V. Sciarini. 2006. *An introduction to psycholinguistics*. 2nd ed. London: Pearson Longman.
20. Steinberg, D. D., H. Nagata & D. P. Aline (eds.). 2001. *Psycholinguistics: language, mind, andworld*. 2nd ed. London: Longman.
21. Trevor, Harley. 2001. *The Psychology of Language: from data to theory*. 2Nd ed. Oxford: Psychology Press.
22. Trott, Kate, Susie Dubbinson and Patrick Griffiths. 2004. *The Child Language Reader*. London: Routledge. [See chapters 1.1, 1.2, 2.2, 3.1, 4.1, 6.3, 7.1 & 7.2]
23. Warren, Paul. 2013. *Introducing Psycholinguistics*. Cambridge: Cambridge University Press. [See chapters 1 & 13]

Program: MA in Linguistics

Course Title: Field Visit-1

Course Code: PLIPA20501

Course Instructor:

Semester: II

Course Type: Core

Credit: 1

Total Marks: 25

The Course Learning Outcomes: After successfully completing the course, the student will be able to....

1. the student will be able to understand the goal of descriptive linguistics.
2. the student will be able to understand the goal the concept of field study.

3. the student will be able to explain the importance of ethical responsibility of a field researcher.
4. the student will be aware of consent form.
5. the student will be aware of doing linguistic field work in India.
6. the student will be able to transcribe the language data.

Topics to be covered

Unit 1- Definition and Goals of (Descriptive) Linguistic Fieldwork

What is descriptive linguistic fieldwork? Goals of Descriptive Linguistic Fieldwork, Aspirations and Limitations of Linguistic Fieldworkers

Unit 2- Fieldwork Ethics

Ethical Frameworks (Three stages of evolution), Informed Consent Form

Unit 3- Doing Field Work in India

Unit 4- Doing Phonetic Fieldwork

Broad and narrow transcription, identifying sounds using acoustic

Project

Informed Consent Form, Phonetic transcription

References

1. Abbi, A. (2001). A manual of linguistic field work and structures of Indian languages: LINCOM handbooks in linguistics.
2. Bower, C. (2015). *Linguistic fieldwork: A practical guide*. Springer.
3. Rice, K. (2006). Ethical issues in linguistic fieldwork: An overview. *Journal of Academic Ethics*, 4(1-4), 123-155.
4. Crowley, T. (2007). *Field linguistics: A beginner's guide*. OUP Oxford.
5. Sakel, J., & Everett, D. L. (2012). *Linguistic fieldwork: A student guide*. Cambridge University Press.
6. Chelliah, S. L., & Willem, J. (2010). *Handbook of descriptive linguistic fieldwork*. Springer Science & Business Media.
7. Bochnak, M. R., & Matthewson, L. (Eds.). (2015). *Methodologies in semantic fieldwork*. Oxford University Press, USA.

Program: MA in Linguistics	Semester: II
Course Title: Educational Linguistics	Course Type: Generic Elective
Course Code: PLITD20501	Credit: 3
Course Instructor:	Teaching Hour: 45
	Total Marks: 75

Introduction:

This course explores linguistics' pedagogical dimension, focusing on teaching and educational applications of language studies. It explores theories and practices for second language acquisition, learning methodologies, and teaching methods. Students must have a foundational understanding of key linguistic concepts and be able to comprehend moderately complex

research articles. The course fosters interactive learning experiences, including classroom discussions, readings, summarizing scientific papers, and oral presentations. It promotes critical thinking, research proficiency, and effective communication.

Course Objectives:

1. To gain a comprehensive understanding of the field of language education
2. To explore theories of language acquisition and their implications for language learning
3. To enhance interactive learning experiences through classroom discussions and discourse
4. To analyse language attitudes, ideologies, and identity in educational contexts, including code-switching, code-mixing, and translanguaging in classrooms
5. To learn about effective language teaching methodologies and assessment techniques

Course Learning Outcomes:

After the completion of the teaching of this course, students will have:

1. Understood key concepts in educational linguistics and theories of second language acquisition.
2. Traced the history of language education and its impact on modern teaching methods.
3. Compared behaviourist, cognitive, and sociocultural theories of language learning.
4. Designed language activities based on different theoretical frameworks.
5. Analysed how sociolinguistic factors influence educational outcomes.
6. Explored code-switching, code-mixing, and translanguaging in classrooms.
7. Developed inclusive learning environments that embrace linguistic diversity and promote multilingualism.

Mode of Teaching:

The classes encompass a diverse range of educational activities designed to engage students in multifaceted learning experiences. These activities include

1. Comprehensive lectures delivered by the instructor/facilitator,
2. Interactive tutorials aimed at reinforcing understanding,
3. Dynamic demonstrations to illustrate theoretical concepts in practice,
4. Hands-on practical applications to cultivate real-world skills,
5. And engaging peer discussions fostering collaborative learning and critical thinking.

Together, these components create a rich and immersive learning environment conducive to holistic comprehension and skill development.

Evaluation

There will be three Internal Assessments (IA) comprising of 15 marks each. The best two scores obtained in the IA will be considered for final grading. The IAs are based on small tests, quiz, assignments, presentations, and summary and classroom participation. Besides, there will a 45 marks End Semester Exam (ESE). Students with at least 75% attendance are eligible for the ESE.

Indicative Course Content

Unit I: Overview of the field: Definitions, scope, and major research areas. Historical perspectives on language education. Behaviourist, cognitive, and sociocultural theories of language acquisition. Critical period hypothesis and its implications for language learning. **(Credit: 1, Classes: 15)**

Unit II: Sociolinguistic variation and its impact on educational outcomes. Language attitudes, ideologies, and identity in educational contexts. Code-switching, code-mixing, and translanguaging in classrooms. **(Credit: 1, Classes: 15)**

Unit III: Communicative language teaching and its principles. Task-based language teaching approaches. Principles of language assessment. Formative vs. summative assessment. Computer-assisted language learning (CALL). Mobile app-assisted language learning (MALL). Online language teaching and learning platforms. **(Credit: 1, Classes: 15)**

References:

1. García, O., Lin, A. M. Y., & May, S. 2017. Bilingual Education in the 21st Century: A Global Perspective. John Wiley & Sons. Alderson J.C. and A. Beretta, Ed. 1992. Evaluating Second Language Education. Cambridge: Cambridge University Press.
2. Larsen-Freeman, D., & Long, M. H. 1991. An Introduction to Second Language Acquisition Research. In R. Phillipson, E. Kellerman, L. Selinker, M. Sharwood Smith, & M. Swain (Eds.), Foreign/Second Language Pedagogy Research (pp. 45-74). Multilingual Matters.

3. May, S. 2008. Bilingual/immersion Education: What the Research Tells Us. In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education* (Vol. 5, pp. 215-227). Springer.
4. Spolsky, B. (1989). *Conditions for Second Language Learning*. Oxford University Press.
5. Cummins, J. 2008. BICS and CALP: Empirical and Theoretical Status of the Distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (Vol. 2, pp. 71-83). Springer.
6. Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford University Press.
7. Canagarajah, A. S. 2013. *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.

Online Resources

Language Policy Archive. (n.d.). Center for Applied Linguistics. Retrieved from <http://www.languagepolicy.net/>

Language Learning & Technology. (n.d.). Retrieved from <http://lt.msu.edu/>

Semester-3

Third Semester

S. No	Course Code	Course		Credits
1	PLITC30601	Computational Linguistics	Core	4
2	PLITC30602	Discourse analysis	Core	4
3	PLITC30603	Introduction to Translation Studies	Core	4
4	PLITC30604	Research Methodology	Core	4
5	PLIPA30601	Field Visit-2	Core	1
6	PLITL30601	Historical and Comparative Linguistics	Elective	3
OR	PLITL30602	Language Documentation of Endangered Languages		
OR	PLITL30603	Stylistics		
OR	PLITL30604	Healthcare Linguistics	Elective	3
		Total Credits		20

Program: MA in Linguistics

Course Title: Computational Linguistics

Course Code: PLITC30601

Course Instructor:

Semester: III

Course Type: Core

Credit: 4

Total Marks: 100

Teaching Hour: 60

Introduction:

The most relevant courses for computational linguists are those that deal with structural aspects of language (syntax, semantics, phonology, phonetics), usage patterns and variation (sociolinguistics, discourse), psycholinguistics, and research methods (including corpus linguistics). Natural language processing. Computational linguistics focus on the system or concepts that machine that can be computed to understand, learn or output languages, while

natural language processing is the application of processing language that enables a computer program to understand human language as it is written or spoken.

Course Objectives:

1. To introduce the basic concepts of computer and its role in the field of Linguistics.
2. To guide the students where the computers can be exploited in the domain of applied Linguistics.
3. To teach certain important computer languages and software which suit well in Language Analysis and Teaching.
4. To instruct the students on corpus collection and management related to spoken and written forms
5. To impart the natural language processing for the purpose of translation and language teaching.
6. Introduce machine translation methods, techniques and strategies to the students

Course Outcomes:

After the end of the course teaching, it is expected that:

1. Students participated in recent data-driven learning in computational social sciences and digital humanities
2. Students used NLP tools in large document collections to identify the main themes and opinions of different texts.
3. Students applied techniques that are being widely used in search engines, digital libraries, speech recognition systems, and NLP data mining toolkits.
4. Students enabled to complete tasks in Computational Linguistics such as segmentation, morphological analysis, tagging and parsing etc.
5. Students took up the foundational tasks in Computational Linguistics such as e dictionary making, speech recognition and synthesis.
6. Students applied syntactic and semantic analysis to machine language and study the limitations of creativity. Engage in speech synthesis and in machine translation

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team work during class sessions; Formative exercises and online learning tasks through the smart-

board online tools designed to help students acquire confidence and benefit from independent study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Expert lectures, online seminars – webinars.

Testing and Evaluation:

a) Internal Assessment -	40
1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation	
b) End Semester Examination -	60

Indicative Course Content

Unit:1 INTRODUCTION TO COMPUTERS 12 hour

Computer Hardware, Software– Types of Computers, Digital, Analogue and Others – History of Computational Linguistics–Language Technology and Natural Language Processing Application of Computers in various research activities of Linguistics.

Unit:2 LANGUAGE PROCESSING 12 hours

Natural Language Processing, Parsing Analysis, Parsing and Parser (top-down and bottom-up parsing), chart parsing (Left to right and right to left), CYK parser, Stanford parser. Text Editing, Stylistics, Text Analysis, Indenting, Bibliography Preparation, Word Processing.

Unit:3 CORPUS LINGUISTICS 12 hours

An Introduction to corpus Linguistics, Definitions and types of corpus, Salient features of corpus, Spoken and written corpus, corpus collection, corpus classification techniques and methods, corpus and cloud computing systems, corpus collection methods.

Unit:4 MACHINE TRANSLATION 12 hours

Machine Translation – History, Approaches to Machine Translation, automatic and human assisted methods, Transfer-Google translations, Computer Dictionary, word level and sentence level machine translation.

Unit:5 COMPUTER IN APPLIED LINGUISTICS**12 hours**

A Survey of Computer Aided Language Learning (CALL) and Language Teaching (CALT) – Spectrogram analysis, Speech synthesis (text to speech and speech to text) Online dictionaries, Voice assisted technology.

Bibliography**Text Book(s)**

1. Akshar Bharati 1990. Intensive Course on Natural Language processing for Vincent Chaitanya Linguistics, Vol.I& II, IIT: Kanpur
2. Alexander Clark, Chris Fox, and Shalom Lappin (2010). The Handbook of Computational Linguistics and Natural Language Processing: Blackwell Publishing Ltd except for editorial material and organization.
3. Baker, Paul. 2012. Contemporary Corpus Linguistics [Reprint ed.]. Bloomsbury Academic
4. Dash, N.S. 2005. Corpus Linguistics and Language Technology. New Delhi, Mittal Publications.
5. Dash, N.S., & Ramamoorthy, L. 2019. Utility and Application of Language Corpora. Singapore: Springer Nature.
6. Grishman, Ralph 1992. Computational Linguistics: An introduction, Cambridge University Press
7. JURAFSKY, DANIEL, and H. MARTIN JAMES. "Speech and language processing. 3rd edn. draft." Online: <https://web.stanford.edu/~jurafsky/slp3> (2019).
8. Mitkov, R. (ed.) 2003. Computational Linguistics. Oxford University Press
- 9 Peter Van-Roy (2004): Concepts, Techniques, and Models of Computer Programming: MIT Press Cambridge, Massachusetts, United States
10. Rolph, G. 1994. Computational Linguistics. Cambridge University Press. 11 Noble, H. M. 1988. Natural Language Processing. Blackwell.

Reference Books:

1. Akshar Bharti et al 1992. Computational Linguistics in IIDL, Vol.XXIINo.

2. Bara, B.G. & G. Guida. (ed.) 1984. Computational Models of Natural Language Processing. Elsevier Science Publishers B.V.
3. Coughlin, D. 2003. "Correlating Automated and Human Assessments of Machine Translation Quality" in MT Summit IX, New Orleans, USA pp. 23–27.
4. Gaspari, F. 2006 "Look Who's Translating. Impersonations, Chinese Whispers and Fun with Machine Translation on the Internet" in Proceedings of the 11th Annual Conference of the European Association of Machine Translation. pp. 149-158
5. Sangal, R. et. al. (ed.) 2003. Recent Advances in Natural Language Processing. Mysore, CIIL.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- 1 Website Links: http://en.wikipedia.org/wiki/computational_linguistics
- 2 http://www.coli.uni-saarland.de/~hansu/what_is_cl.html
- 3 <http://ai-depot.com/intro.html>
- 4 <https://www.youtube.com/watch?v=dWd1dHjP78M&feature=youtu.be>
- 5 <https://www.youtube.com/watch?v=bXINYc2w-K4&feature=youtu.be>
- 6 <http://www.athel.com/corpus.html> 50
7. <https://www.slideshare.net/SubramanianMuthusamy3/stylistics-in-computationalperspective>

Program: MA Linguistics

Course Title: Discourse Analysis

Course Code: PLITC30602

Course Instructor:

Teaching Hour: 60

Semester: III

Course Type: Core

Credit: 4

Total Marks: 100

Introduction: Discourse analysis is concerned with the examination of language in use. It incorporates a diversity of approaches with which to describe and explain the structure and function of texts. How they communicate meaning in diverse social and situational contexts. This course aims to introduce students to some of the fundamental concepts and methods for describing and analysing written, spoken and visual discourse. Authentic examples of texts will

be drawn from a variety of genres for illustration such as conversations, speeches, academic writing, print media, research articles, E-communication and advertisements. Students will be encouraged to collect and analyse their own data for their assignments.

Learning Objectives

1. To introduce students to Key Concept of Discourse Analysis.
2. To introduce students to Discourse Analyses, Gender and Identity.
3. To understand the Discourse Analyses with respect to Culture and Context.
4. To learn the Discourse Analyses with Pragmatic aspects

Learning Outcomes

1. At the end of the teaching of the course the students are expected to have:
2. Introduced Key Concept of Discourse Analysis.
3. Introduced Discourse Analyses, Gender and Identity.
4. Understood the Discourse Analyses with respect to Culture and Context.
5. Learned the Discourse Analyses with Pragmatic aspects.

Teaching Methods: The following methods are used for the course: Lectures, class discussions, workshop-style pair work and team work during class meetings; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study. In addition print and audio-visual educational material posted on the smart board. Timely instructor feedback / comments on assignments would be correct their errors. Other relevant educational material might be advised to encourage students' effective use of academic support services.

Testing and Evaluation:

- | | |
|--|----|
| c) Internal Assessment - | 40 |
| 1 + 1 + 1 = 3 (1 st month written test=20, 2 nd month assignment=10 and 3 rd month seminar/presentation=10) | |
| d) End Semester Examination - | 60 |

Indicative Course Content

Unit 1: **15**

Introduction and Key Concept of Discourse Analysis

Introduction & Key Concept of Discourse Analysis cover the aspect and Key Concepts in Discourse Analysis; definitions, concepts, scope, methodology, etc.

Unit 2: **15**

Discourse Analyses, Gender and Identity.

Discourse and Identity i.e. traditional vs. modern concepts of identities. Discourse and Gender; Discourse and society. Discourse communities. Language as social and local practice; ideology, Language context, Speech acts, Cross-cultural pragmatics.

Unit 3: **15**

Discourse Analyses Culture and Context

Discourse and Culture: High-context vs. Low-context Cultures, Speech Community, and Communication; Models of Communication: Aristotle, Jakobson and Dell Hymes). Discourse transcription, conventions.

Unit 4: **15**

Discourse Analyses and Pragmatics

Discourse and Pragmatics; Speech Acts vs. Discourse Acts. The texture of a text, Patterns of cohesion, grammatical differences between spoken and written discourse. Corpus approaches; Kinds of corpora, Corpus studies in social nature. Media Discourse, Sports Commentary, Classroom Discourse, Body Language etc.

Bibliography

Text Books

1. Jones, R. (2018). *Discourse analysis: A resource book for students. 2nd Edition.* London: Routledge.
2. Discourse analysis: an introduction, Paltridge, B., 2013

Reference Books

1. Conversation analysis and discourse analysis: a comparative and critical introduction, Wooffitt, R., 2005
2. Discourse analysis: putting our worlds into words, Strauss, S., 2014

Journals / Publications

1. Anderson, H. (2020). Nature, nationalism and neoliberalism on food packaging: The case of Sweden. *Discourse, Context and Media*, 34, 1-9.
2. Bednarek, M. & Caple, H. (2014). Why do news values matter? Towards a new methodological framework for analyzing news discourse in *Critical Discourse Analysis and beyond*. *Discourse & Society*, 25(2), 135-158.
3. Bednarek, M. & Caple, H. (2017). *The discourse of news values*. Oxford: Oxford University Press. Chapter 4, pp. 77-106.

Program: MA in Linguistics

Course Title: Introduction to Translation Studies

Course Code: PLITC30603

Course Instructor:

Teaching Hour: 60

Semester: III

Course Type: Core

Credit: 4

Total Marks: 100

Introduction

The course aims to identify and discuss the basic concepts and problems in the area of translation studies. It is intended to initiate the students to translation discipline and provide a better understanding of the different types of translation as well as its various theories. It further

aims to equip the students with a proper knowledge of the aspects of creative literature and various issues involved in translation.

Course Objectives

1. To introduce the students, the theory of translation and key concepts in it.
2. To learn the process of translation and related forms, tools and techniques of translation.
3. To understand the linguistic problems of translation with respect to gaps of equivalence between source and target language
4. To understand evaluation of translated text of different types- source and target text, several variations of the same text, etc...

Course Outcomes

At the end of course teaching, the students are expected to have:

1. Introduced the students to the theory of translation and key concepts in it.
2. Learned the process of translation and related forms, tools and techniques of translation.
3. Understood the linguistic problems of translation with respect to gaps of equivalence between source and target language
4. Understood the evaluation of translated text of different types- source and target text, several variations of the same text, etc.

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team work during class sessions; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Testing and Evaluation:

- | | |
|---|----|
| a) Internal Assessment - | 40 |
| 1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation | |
| b) End Semester Examination - | 60 |

Indicative Course Content

Unit 1: 15

Theory: Theory of approximation, principle of translation equivalence, functional equivalence, translation, transliteration, transcreation, paraphrase and interpretation; Types of Translations:

Partial vs. total translation, text-oriented vs. reader-oriented translation, literal vs. free translation, intralingual vs. interlingual translation.

Unit 2: **15**

Process of translation: Interpretation and analysis of the text, translation of lexical items and of syntactic structures, comparative and contrastive analysis of source and target languages. Restructuring the translated material, amplification and reduction, compensatory glossing and other devices.

Unit 3: **15**

Linguistic problems of translation: Lexical gaps in the target language, collocational restrictions in source and target languages, semantic loss and gain; transparency and choice of style, choice of standard, regional and social dialects, language of literary and non-literary texts (including scientific and technical texts, official documents, language of mass media and of advertisement).

Unit 4: **15**

Evaluation of translated materials: Comparison of source text and translated text. Evaluation of several translated versions of the same text, use of back-translation technique.

Reference Books:

1. Andre Lefever, Routledge Publisher, 1992. Translation /History/culture: A source book
2. Bassnett, S. and Lefevere, A. ed. 1990. Translation, History and Culture. London: PrinterPublishers.
3. Catford, J.C. 1965. A Linguistic Theory of Translation. Oxford University Press.
4. Gargesh, R. and K.K. Goswami (eds) 2007. Translation and Interpreting. Delhi: OrientLongman Pvt. Ltd.
5. Newmark, P. 1981. Approaches to Translation. Pergamon Press.
6. Nida, Eugene A. 1975. Language, Structure and Translation (Essays selected by A.S. Oil). Stanford Univ. Press.
7. Nida, Eugene A. & C.R. Taber. 1974. The Theory and Practice of Translation. Leiden: E.J. Brill.
8. Ramakrishna, S. ed. 1997. Translation and Multilingualism. Delhi: Pencraft. Singh, Udaya
9. Narayana. 2009. Translation as Growth. Delhi: Pearson/Longman.

Somers, H. (ed) 2003. Computers and Translation: A Translator's Guide. Amsterdam:
John Benjamins.

Program: MA in Linguistics

Course Title: Research Methodology

Course Code: PLITC30604

Course Instructor:

Teaching Hour: 60

Semester: III

Course Type: Core

Credit: 4

Total Marks: 100

Introduction

The course provides a foundational understanding of various types of research, study design, analysis methods and tools used in linguistic research. This course equips students with the essential skills to formulate research questions, design studies, collect data, and interpret findings, preparing them to conduct systematic and insightful linguistic analyses. It also helps them to conduct their studies with integrity, ensuring their work is ethically sound.

Course Objectives

1. To introduce the students, the concept of research, research question, methods of research, basic concepts in linguistics and applied linguistics
2. To introduce kinds of research methods in linguistics and applied linguistics
3. To learn data collection, field methods and data analysis
4. To learn Research writing, Ethics in Research and Use of Technology

Course Outcomes

At the end of the teaching of the course, the students will have:

1. Introduced to the concept of research, research question, methods of research, basic concepts in linguistics and applied linguistics
2. Introduced to the kinds of research methods in linguistics and applied linguistics
3. Learned data collection, field methods and data analysis
4. Learned Research writing, Ethics in Research and Use of Technology

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team work during class sessions; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Testing and Evaluation:

- a) Internal Assessment -

40

1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation

b) End Semester Examination - 60

Teaching Methods: The following methods are used for the course: Lectures, class discussions, workshop-style pair work and team work during class meetings; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study. In addition print and audio-visual educational material posted on the smart board. Timely instructor feedback / comments on assignments would be correct their errors. Other relevant educational material might be advised to encourage students effective use of academic support services. Alongwith Field Visit also give a insightful input for the students.

Testing and Evaluation:

a) Internal Assessment - 40

1 + 1 + 1 = 3 (1st month written test=20, 2nd month assignment=10 and 3rd month seminar/presentation=10)

b) End Semester Examination - 60

Indicative Course Content

Unit 1: 15

Introduction. Concept of Research; Research in Linguistics and Applied Linguistics; Qualitative, Quantitative and Mixed; Research Question; Assumptions; Premises; Proposition; Research Design; Data; Dissertation; Thesis

Unit 2: 15

Research Methods;

- I. Qualitative Method
- II. Quantitative Method
- III. Mixed Method

Unit 3: 15

Data Collection; Field Methods; Data Analysis

Unit 4: 15

Research Writing, Ethics, Plagiarism, Publication, Bibliography, Use of Technology

References:

1. Abbi Anvita. Manual of Field linguistics for South Asian Languages.
2. Patrie John & David Christopher. 2011. Research in Language & Linguistics. Commonwealth Publisher Pvt. Ltd., Darya Ganj, New Delhi-110002
3. James E. Mauch & Jack W. Birch. 1983. Guide to the successful thesis and Dissertation. Marcel Dekker, INC. New York.
4. Keith Richards and others. 2012. Research Methods for Applied Language Studies. Routledge, London.
5. Neil James. 2008. Writing atWork: How to clearly, effectively and professionally. Allen & Unwin, Australia.
6. William J. Samarin. Field Linguistics A Guide to linguistics Field work, 1967, by Holt Rinehart and Winston, Inc printed in the United States of America
7. Alison Wray & Aileen Bloomer. 2011. Projects in Linguistics (A Practical Guide to
8. Researching Language). Hodder Arnold. New York.

Program: MA in Linguistics
Course Title: Field Visit-2
Course Code: PLIPA30601
Course Instructor:

Teaching Hour: 15

Semester: III
Course Type: Core
Credit: 1
Total Marks: 25

The Course Learning Outcomes: After successfully completing the course, the student will be able to....

1. be able to explain the various methods use for collecting words and texts
2. be able record words and text using a recorder
3. be able to catalogue collected words
4. be able to compile a data base of catalogued words
5. be able to organise the catalogued words thematically
6. be able to annotate text using simple glossing procedures
7. be able to explain the role of metadata in linguistic fieldwork
8. be able to prepare metadata for the gathered

Topics to be covered

Unit 1: Gathering and Processing Words and Texts

Collecting and Cataloguing Vocabulary, using a Basic Wordlist(Practical), Picture Prompts, compiling an Expanded Wordlist, Texts, Dialect Surveys, Rapid Word Collection, Recording Technique, Cataloguing Lexical Data, Database Management Tools, Presenting Lexical Data: Dictionaries in Unwritten Languages

Unit 2: The textual corpus

Understanding Text, Collecting, Annotating, Interlinearised Glossed Text

Unit 3: Linguistic Data Management

What is Metadata? Metadata Models, how to make Metadata using OLAC?

Project

1. Lexical Corpus
2. Text Corpus
3. Metadata

References

Abbi, A. (2001). A manual of linguistic field work and structures of Indian languages: LINCOS handbooks in linguistics.

- Bowern, C. (2015). *Linguistic fieldwork: A practical guide*. Springer.
- Rice, K. (2006). Ethical issues in linguistic fieldwork: An overview. *Journal of Academic Ethics*, 4(1-4), 123-155.
- Crowley, T. (2007). *Field linguistics: A beginner's guide*. OUP Oxford.
- Sakel, J., & Everett, D. L. (2012). *Linguistic fieldwork: A student guide*. Cambridge University Press.
- Chelliah, S. L., & Willem, J. (2010). *Handbook of descriptive linguistic fieldwork*. Springer Science & Business Media.
- Bochnak, M. R., & Matthewson, L. (Eds.). (2015). *Methodologies in semantic fieldwork*. Oxford University Press, USA.

Program: MA in Linguistics

Course Title: Historical and Comparative Linguistics

Course Code: PLITL30601

Course Instructor:

Teaching Hour: 45

Semester: III

Course Type: Elective

Credit: 3

Total Marks: 75

Introduction:

Comparative and historical linguistics are often treated as a single discipline, although they actually differ considerably with respect to their goals and methods. Comparative linguistics is the scientific study of language from a comparative point of view, which means that it is involved in comparing and classifying languages. To compare languages is to discover the features they share, while the classification of languages proceeds by discovering the relevant defining principles for various classes of languages. Languages can be compared and classified according to three different principles: genetic, typological, and areal. The basic unit of genetic classification is the language family, the set of languages for which it can be proved that they developed from a single ancestor, called the proto-language of that family.

Course Objectives:

The main objectives of this course are to:

1. Understand the importance and role of Historical Linguistics.
2. Equip the students with the principles of Historical and comparative linguistic techniques.
3. Help the students in analysing the cognate languages.
4. Know the principles involved in finding out cognates.
5. Know the linguistic changes and their reasons
6. Know the areal classification of languages.

Course Outcomes:

On the successful completion of the course, students will have:

- 1 Remembered the role and importance of Historical Linguistics
- 2 Understood the principles of Historical and comparative linguistic techniques.
- 3 Applied the principles involved in finding out cognates.
- 4 Analyzed the linguistic changes and their reasons
- 5 Evaluated the principles and sound changes in the areal classification of languages.
- 6 Created a list of sound changes that led to the classification of other language families, like Aryan, Dravidian family of languages

Teaching Methods: In correspondence with the teaching and learning strategy of the courses, the following tools are used: Lectures, class discussions, workshop-style pair work and team work during class sessions; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent

study; Additional print and audio-visual educational material posted on the smart board. Timely instructor feedback on assignments; other relevant educational material placed on reserve in the library to encourage students' effective use of academic support services.

Expert lectures, online seminars – webinars

Testing and Evaluation:

- a) Internal Assessment - 40
1 + 1 + 1 = 3 (20+10+10) i.e. written test, assignment and presentation
- b) End Semester Examination - 60

Indicative Course Content

Unit:1 - Introduction

12 Hours

Synchronic and Diachronic Approach to Language - Use of Written Records for Historical Study of Languages - Classification of Languages: Genealogical, Typological - Criteria for Classifying Languages into Various Families - Typological Classification: Analytic or Isolative Agglutinative, Inflectional or Synthetic and Polysynthetic - Basic Word Order Type: SVO, SOV, VSO, VOS, OSV, OVS.

Unit:2 -Linguistic Changes and their Causes

12 Hours

Sounds Change - Gradualness and of Sound Change - Some Well Known Sound Laws: Grimm's Law, Varner's Law, Grossman's Law - Phonetic and Phonemic Changes - Major Types of Sound Change: Split and Merger, Conditioned and Unconditioned, Assimilation, Dissimilation, Mater Thesis, Vowel Harmony, Haplology, Epenthesis - Loss of Sounds: Syncope, Apocope, etc. - Addition of Sounds - Modifications to the Neogrammarian Theory - Social Motivation for Sound Change - Lexical Diffusion- Exceptions to Sound Change: Analogy, Borrowing etc. Transformational Generative Approach to Sound Change: Rule Addition, Rule Deletion, Insertion - Feeding Order and Bleeding Order.

Unit:3 Reconstruction and Sub Grouping

12 hours

Identification of Cognates - Reconstruction of Phonology of the Proto Language - Reconstruction of Morphology and Syntax of the Proto Language - Internal Reconstruction - Sub Grouping within a Family - Shared Innovation and Retentions - Family Tree Model - Relative Chronology of Different Changes- Understanding of Culture of the Speakers of the Proto Language: Kinship System, Environments, Food and Other Articles.

Text Book(s)

- 1 Arlotto, Antony 1972, Introduction to Historical Linguistics. Houghton Mifflincompany.USA
- 2 Bloomfield Leonard 1933, Language, London.
- 3 Emaneau M B 1956, India as Linguistics area. Language, 33:3-16

Reference Books

- 1 King R.D 1969, Historical Linguistics and generative grammar, Englewood cliffs, N.J. prentice Hall
- 2 Fromkin, Language, University of California, Los Angeles.
- 3 Hockett, C.F. 1958, A Course in Modern Linguistics, Macmillan
- 4 Kuiper F.B.J 1967, The genesis of Linguistics area. Indo-Iranian journal.
- 5 Hale, M.2007, Historical Linguistics- Theory and Method. Blackwell Publishing. United Kingdom.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

- 1 <https://www.youtube.com/watch?v=CweVLCPJ5u8>
- 2 https://www.goodreads.com/book/show/61612.Historical_Linguistics

Program: MA in Linguistics

Semester: III

Course Title: Language Documentation of Endangered languages

Course Code: PLITL30602

Course Type: Elective

Credit: 3

Course Instructor:

Teaching Hour: 45

Total Marks: 75

Introduction:

This course serves as an introduction to Language Documentation and Revitalization, offering students insight into its theoretical foundations and practical applications. By the course's conclusion, students will have gained a solid understanding of key theoretical concepts in both documentation and revitalization efforts. They will also develop the skills necessary to analyse diverse linguistic contexts and tailor documentation and revitalization programs to address the specific needs of various communities. Additionally, students will come to appreciate Language Documentation and Revitalization as distinct sub disciplines within linguistics, and they will be equipped to critically evaluate practices within this field.

Course Objectives:

1. To understand the significance of preserving endangered languages and the fundamentals of Language Documentation:
2. To learn to design ethically sound Documentary Research projects and decolonize fieldwork:
3. To gain insight into Language Revitalization and create effective revitalization programs:
4. To examine language variation, standardization, and language change:
5. To analyse language variation and standardization.
6. To understand the dynamics of language change and modernization.

Course Learning Outcomes:

After the completion of the teaching of the course, students will have:

1. Understood the significance of preserving endangered languages and the fundamentals of Language Documentation, including historical developments in the field.
2. Explored the importance of decolonizing fieldwork and learn to design ethically sound Documentary Research projects, addressing methodological and ethical considerations.
3. Analysed language vitality and gain insight into Language Revitalization, including models and project planning, with a focus on creating effective revitalization programs and the role of education.
4. Examined language variation and standardization, as well as the dynamics of language change and modernization, considering purist responses and factors like wellbeing, and identify effective strategies for language maintenance.

5. Evaluated the effectiveness of language revitalization efforts and understand the significance of "prior ideological clarification" in ensuring sustainability.
6. Applied knowledge of language documentation and revitalization to address diverse linguistic situations and design appropriate programs to meet community needs.
7. Critically analysed the role of teaching and learning in preserving endangered languages, exploring effective approaches for language maintenance and revitalization.

Mode of Teaching:

The classes encompass a diverse range of educational activities designed to engage students in multifaceted learning experiences. These activities include

1. Comprehensive lectures delivered by the instructor/facilitator,
2. Interactive tutorials aimed at reinforcing understanding,
3. Dynamic demonstrations to illustrate theoretical concepts in practice,
4. Hands-on practical applications to cultivate real-world skills,
5. And engaging peer discussions fostering collaborative learning and critical thinking.

Together, these components create a rich and immersive learning environment conducive to holistic comprehension and skill development.

Evaluation:

There will be few Internal Assessments (IA) comprising of 10/20 marks. The best scores obtained in the IA will be considered for final grading. The IAs are based on small tests, quiz, assignments, presentations, and summary and classroom participation. Besides, there will be a 60 marks End Semester Exam (ESE). Students with at least 75% attendance are eligible for the ESE.

Indicative Course Content:

Unit I: Why bother with Endangered Languages? What is Language Documentation? What are the Historical developments and changes in the field of Language Documentation? (**Credit: 1, Classes: 15**)

Unit II: Decolonising fieldwork; Designing Documentary Research projects (Methodological and Ethical Issues); Data and Documentation. **(Credit: 1, Classes: 15)**

Unit III: Language vitality; Introduction to Language Revitalisation; Revitalisation Models and project planning; Creating a language revitalisation programme; The role of education in language maintenance and revitalisation; teaching and learning endangered languages **(Credit: 1, Classes: 15)**

References:

1. Himmelmann, Nikolaus P. 1998. Documentary and descriptive linguistics, *Linguistics* 36(1): 161-95. Seminal paper defining the field.
2. Woodbury, A. 2011. 'Language documentation' from the *Cambridge Handbook of Endangered Languages* (Austin, P.K. and Sallabank, J. eds.)
3. Woodbury, Anthony C. *Defining documentary linguistics* (2003)
4. Austin P (2016) 'Language documentation 20 years on' from *Endangered Languages and Languages in Danger: Issues of documentation, policy, and language right* (Luna Filipović and Martin Pütz)
5. Chelliah, S. L. (2021). *Why Language Documentation Matters*. Springer.
6. Childs, Tucker, Jeff Good, and Alice Mitchell. 2014. *Beyond the Ancestral Code: Towards a Model for Sociolinguistic Language Documentation*. *Language Documentation & Conservation* 8: 168-191. Available online <http://hdl.handle.net/10125/24601>
7. Hill, H. J. (2006) 'The ethnography of language and language documentation' from *Essentials of language documentation* (Gippert, Jost, Nikolaus P. Himmelmann & Ulrike Mosel.)
8. Rice, Keren. "Ethical issues in fieldwork: an overview". *Journal of Academic Ethics* 4(2006): 123-155.
9. Discussion on LSA Ethics Statement
<https://www.linguisticsociety.org/content/lisa-revised-ethics-statement-approved-july-2019>
10. Nathan D. (2011) *Digital archiving* from the *Cambridge Handbook of Endangered Languages* (Austin, P.K. and Sallabank, J. eds.)
11. Landweer, M. Lynn. 2012. *Methods of language endangerment research: a perspective from Melanesia*. *International Journal of the Sociology of Language* 214:153–178

12. Lewis, M. P. and G. Simons 2010. Assessing endangerment: expanding Fishman's GIDS. *Revue Roumaine de Linguistique/Romanian Review of Linguistics* 2:103–20. See also Ethnologue website.
13. UNESCO Ad Hoc Expert Group on Endangered Languages. 2003. *Language Vitality and Endangerment: By way of introduction*.
<http://www.unesco.org/new/en/culture/themes/endangered-languages/language-vitality/>
14. Sallabank, Julia (2017) Purism, Variation, Change and 'Authenticity': Ideological Challenges to Language Revitalisation. *European Review*, 26 (1): 164-178.
15. Leonard, Wesley Y. 2017. Producing language reclamation by decolonising 'language'. *Language Documentation and Description* 14: 15-36.
<http://www.elpublishing.org/publicationpage/14>, Special Issue on Reclaiming Languages.

Program: MA in Linguistics
Course Title: Stylistics
Course Code: PLITL30603

Semester: III
Course Type: Elective
Credits: 3

Hours of Teaching: 45

Instructor Name:

Marks: 75

Introduction

Stylistics is the linguistic study of style in language. It aims to account for how texts project meaning, how readers construct meaning and why readers respond to texts in the way that

they do. Stylistics focuses on the figures, tropes, and other rhetorical devices used to provide variety and distinctness to someone's writing.

Course Objectives:

- 1- To demonstrate an understanding of the methods and theories of stylistics.
- 2- To uncover the layers, patterns and levels that constitute stylistic description.
- 3- To analyze texts beyond their formal features.
- 4- To develop a set of stylistic tools of their own, which can be applied to any text.

Course Outcomes:

After successfully completing the teaching of the course, the student will have:

1. Understood basic concepts and terms used in Stylistics.
2. Distinguished between communicative language and poetic language, metalanguage and paralanguage.
3. Understood the language variation, style, register, idiolect and accent etc.
4. Explained the linguistic function and poetic functions of a language given Jacobson, Buhler, Halliday etc.
5. Defined the foregrounding technique and its importance used in the writing of the literary texts.
6. Differentiated between text and discourse, poetic language and poetic license, speech and writing
7. Learned a basic idea about the sign, signifier, signified, symbol, icon, and index.
8. Described the syntagmatic and paradigmatic relationship, election and contiguity as a principle of equivalence.
9. Demonstrated the differences among a word, a phrase, a sentence and an utterance meaning.
10. Analyzed the literary text in terms of phonology, morphology, syntactically, semantically, and pragmatically finally.

Teaching Methods: The following methods are used for the course: Lectures, class discussions, workshop-style pair work and team work during class meetings; Formative exercises and online learning tasks through the smart-board online tools designed to help students acquire confidence and benefit from independent study. In addition print and audio-visual educational material posted on the smart board. Timely instructor feedback / comments on assignments would be correct their errors. Other relevant educational material might be advised to encourage students' effective use of academic support services.

Testing and Evaluation:

- c) Internal Assessment - 40
 1 + 1 + 1 = 3 (1st month written test=20, 2nd month assignment=10 and
 3rd month seminar/presentation=10)
- d) End Semester Examination - 60

Indicative Course Content

Unit-1: 15

The relation of language to literature: Language and communication: emotive vs. Scientific language; speech vs. writing; standard language vs. poetic language; connotation vs. metalanguage; stylistics and its relation to semiotics, aesthetics, poetics, rhetorics, linguistics and literary criticism, the semilinguistics approach to verbal art.

Unit-2: 15

Linguistics function and style: Language variation and style; style as a result of context sensitivity; creativity in language; fictiveness in literary works; discursive vs. expressive language; linguistics functions: Bühler, Jakobson, Langer, Halliday; transformations and style; style as a quality of texts; linguistic functions and literary genre, overt and covert style.

Unit-III: 15

Concept and tools of analysis: Code and message; redundancy and information sample and norms; discourse and text; defamiliarization, foregrounding and interpretation; parallelism and verbal repetition, deviation, semi-sentences and poetic license; principles of equivalence, selection and contiguity; coupling; analogy; stylostatistics. Level of textual organization: Signifier, signified and signification; syntagmatic and paradigmatic relations; structure and texture; coherence and cohesion; textual structure; sentences symbols, symbols in art and art symbol; aesthetic object and thematic object.

References:

1. Beard, Adrian. 2001. Texts and Contexts: An Introduction to Literature and Language Study. London: Routledge.
2. Birch, D. and O'Toole, M. 1988. Function of Style. London: Pinter Publishers.
 Bradford, R. 1997. Stylistics. London: Routledge.
3. Carter, R. (ed) 1982. Language and Literature: An Introductory Readers in Stylistics. London: George Allen and Unwin.

4. Carter, R. and Peter Stockwell (ed) 2008. Language and Literature Reader. Abingdon, UK: Routledge.
5. Chatman, S. (ed.) 1971. Literary Style: A Symposium. Oxford University Press.
6. Gargesh, R. 1990. Linguistics Perspective to Literary Style. Delhi: University of Delhi.
- Genette, G. 1980. Narrative Discourse. Itchaca: Cornell University Press.
7. Leech, G.N. 1969. A Linguistic Guide to English Poetry. London: Longman.
8. Riffatere, M. 1978. Semiotics of Poetry. Bloomington: Indiana University Press.
- Sebeok, T.A.(ed.) 1960. Style in Language. Cambridge, Mass; MIT Press.
9. Sharma, V.P. 1990. Stylistics of Figurative Language. Delhi: University of Delhi.
10. Turner, C.W. 1973. Stylistics. Harmondsworth: Penguin.
- Verdonk, Peter 2002. Stylistics. Oxford: Oxford University Press.

Program: MA in Linguistics

Course Title: Healthcare Linguistics

Course Code: PLITL30604

Course Instructor:

Teaching Hour: 45

Semester: III

Course Type: Elective

Credit: 3

Total Marks: 75

Introduction

This course focuses on the interplay between language and healthcare delivery. Students delve into topics such as medical discourse analysis, communication between healthcare providers and patients, language-related barriers to healthcare access, and cross-cultural

communication in medical settings. Through theoretical study and practical exercises, students gain insights into real-world challenges in healthcare communication and develop skills applicable to roles in healthcare administration, medical interpreting, patient advocacy, language policy development, and research positions focused on healthcare communication.

Course Objectives:

1. To understand importance of communication in healthcare field.
2. To analyse the communication risk in the patient consultation.
3. To understand the safety communication strategies with the patient.
4. To learn the good communication strategies in the patient centered care.

Course outcomes:

After completing the teaching of the course, the students will have:

1. Understood the significance of communication in ensuring safe and effective healthcare delivery.
2. Recognized the importance of patient-centred care in enhancing communication in healthcare settings.
3. Learned qualitative approaches to data collection and research citation in studying communication practices.
4. Recognized potential risk points in consultations, such as failure to track the patient’s narrative, lack of patient involvement, and issues in delivering diagnoses.
5. Learned effective strategies for bridging the information gap between clinicians and patients
6. Understood the significance of interpersonal communication in enhancing the patient-clinician relationship and overall healthcare experience.

Teaching Method:

The courses offer a diverse range of educational activities designed to deeply involve students in multifaceted learning experiences. These include comprehensive lectures by instructors, interactive tutorials for reinforcing understanding, dynamic demonstrations to illustrate theoretical concepts practically, hands-on practical applications to develop real-world skills, and engaging peer discussions fostering collaborative learning and critical thinking. This variety of activities creates an engaging learning environment where students can immerse themselves in

the subject matter, apply their knowledge practically, and refine their skills through interactive engagement with instructors and peers.

Assessment:

There will be three Internal Assessments (IA) comprising of 20 marks each. The best two scores obtained in the IA will be considered for final grading. The IA is based on small tests, quiz, assignments, presentations, and summary and classroom participation. Besides, there will 60 marks End Semester Exam (ESE). Students with at least 75% attendance are eligible for the ESE.

Indicative Course Content:

Unit-I

15

The Role of Communication in Safe and Effective Health Care –Introduction; Communication and Patient Safety- Patient-centred care; Communication in Emergency Departments-Research on Patient Experience and Satisfaction & Research into Communication Practices in Emergency Departments; Qualitative Approach- Data collection, methods, and research cite.

Unit II

15

Communication Risk in Clinician–Patient Consultations- Introduction; Link Between Communication and Health Outcome; Potential Risk Points in the Consultation- Potential Risk Point: Failure to Track the Patient’s Narrative and Listen to the Patient’s Cues; Potential Risk Point: Patient Involvement—Not Listening to the Patient; Potential Risk Point: Patient Involvement—Not Informing the Patient; Potential Risk Point: Delivery of Diagnosis; Communication Breakdowns in Transitions of Care; Systemic Order of Risk; Communication as a Risk Factor in Patient Safety; Conclusion.

Unit-III

15

Effective Clinician–Patient Communication: Strategies for Communicating Medical Knowledge- Introduction; Bridging the Information Gap: Effective Strategies for Developing Shared Medical Knowledge and Decision-Making; Make Space for the Patient’s Story; Recognise the Patient’s Knowledge and Opinions About Their Condition; Explain Medical Concepts in Common-sense Language; Spell Out Explicitly Management/Treatment Rationales; Provide Clear Instructions for Medication and Other Follow-Up Treatment; Signpost the Hospital Process; Negotiate Shared Decision-Making About Treatment; Repeat, Check and Clarify Throughout; Conclusion.

Text Book:

1. Diana Slade • Marie Manidis Jeannette McGregor • Hermine Scheeres Eloise Chandler • Jane Stein-Parbury Roger Dunston • Maria Herke Christian M.I.M. Matthiessen (2015). Communicating in Hospital Emergency Departments. Springer.

Semester-4

Fourth Semester

S. No	Dissertation parts	Part Name	Core/ Elective	Credit
1	PLITC40605	Topic -Oriented Research Readings (Supervisor)	Core	4
2	PLITC40606	Advanced Research Readings	Core	4
	PLITC40607	Academic Research Writing	Core	4
3	PLITC40608	Indian Language Family	Core	2
4	PLITR40601	Dissertation	Core	6
		Total Credits		20

Program: MA in Linguistics

Course Title: Topic- Oriented Research Readings (Supervisor)

Core

Course Code: PLITC40605

Course Instructor:

Teaching Hour: 60

Semester: IV

Course Type:

Credit: 4

Total Marks: 100

This course is related to the topic of the researcher for dissertation. After the student is allocated to the supervisor on the basis of area of specialisation the supervisor is expected to design the course structure relevant to the topic of the dissertation.

Program: MA in Linguistics

Course Title: Advanced Research Readings

Course Code: PLITC40606

Course Instructor:

Teaching Hour: 60

Semester: IV

Course Type: Core

Credit: 4

Total Marks: 100

1. Introduction:

The course on Advanced Readings in Linguistics and Applied Linguistics aims to introduce students to certain texts that are advanced in a sense that they are not only applicable, interdisciplinary in principle, practice and development but also innovative

for the simple reason of having potential to be trans-disciplinary in framework and methodology. The texts selected for readings are path breaking in discipline and have brought about a paradigm shift in the interdisciplinary studies bringing linguistics/applied linguistics to the centre stage of academics in the age of information and knowledge society. The texts in the first unit are about debates on the principle, practice and the language pedagogy, in the second unit introduce Halliday's Systemic Functional Linguistics written by Christian M. I. M. Matthiessen that focuses on its characteristics and interdisciplinary applications with potential to move from macro to micro levels of exploration.

The texts in the third unit focus on M. A. K. Halliday's original contribution to Machine Translation and Probabilistic Grammar and the corpus which explore the possibilities and modes of integrating qualitative and quantitative studies based on widely established and well recognised general theory of language i.e., S. F. L. The text in the last and fourth unit aim to provide students with a comprehensive understanding of neuroimaging techniques used in Psycholinguistic research, focusing on functional magnetic resonance imaging (fMRI) electroencephalography (EEG), and magneto encephalography (MEG). Students will learn about the principles, methodologies, and applications of these neuroimaging techniques in investing processing. In brief, the course will update the latest interdisciplinary developments in linguistics and Applied Linguistics, Systemic Functional Linguistics, machine translation and probabilistic grammar and the corpus along with neurolinguistics indicating innovative ideas and new directions in Linguistics and Applied Linguistics.

2. Course Objectives:

1. To explore into the emerging interdisciplinary framework, methodology, principles, practises and the nature of language pedagogy in Applied Linguistics.
2. To learn Systemic Functional Linguistics, language description, comparison and typology focussing special characteristics, key concepts and interdisciplinary applications highlighting a paradigm shift in approach to language study.
3. To explore the relation of machine translation and probabilistic grammar and the corpus for integrating computational, linguistic and qualitative studies in Applied Linguistics.
4. To understand the principles of neuroimaging: to learn about functional magnetic resonance imaging (fMRI), electroencephalography (EEG), and magneto encephalography and to examine the applications of neuroimaging techniques in psycholinguistics research.

3. Course Outcomes:

After end of the course teaching, it is expected that:

1. The students have explored into the emerging interdisciplinary framework, methodology, principles, practices and the nature of language pedagogy in Applied Linguistics.
2. The students have learned Systemic Functional Linguistics; language description, comparison and typology focussing practical characteristics, key words and

interdisciplinary applications highlighting a paradigm shift in approach to language study.

3. The students have explored the relation of machine translation and probabilistic grammar and the corpus for integrating Computational Linguistics and Qualitative Studies in Applied Linguistics.

4. Teaching Method:

Analytical Reading of the texts; group discussion after reading the texts; explaining key words; Writing outlines, focussing ideas, themes, illustrations, debates and discussions on frames, concepts and applications.

5. Testing and Evaluation:

End semester examination for 60 marks. Continuous internal assessment for 40 marks as per the notification of the university.

6. Course Content (Indicative):

Unit I: Applied Linguistics: Principle, Practice and Controversies 15

- i. The nature of applied linguistics.
- ii. An applied linguist in Principle and Practice.
- iii. Concept and Conduct in language Pedagogy.

Unit II: 15

A. Christian Matthiessen and Systemic Functional Theory

B. Systemic Functional Linguistics: Language description, comparison and typology: Key Characteristics.

Unit III: 15

A. Machine Translation, Probabilistic Grammar and the Corpus

- i. The Linguistic basis of a Mechanical Thesaurus;
- ii. Linguistics and Mechanical Translation.

B. Probabilistic Grammar and the Corpus

- i. Towards Probabilistic Interpretations,
- ii. Corpus Studies and Probabilistic Grammar,
- iii. Language as System and Language as Instance: The Corpus as a Theoretical Construct,
- iv. The Spoken Language Corpus: A Foundation for Grammatical theory,
- v. Computing Meanings: Theorising and Applying Systemic Functional Linguistics, Reflections on Past Experience and Present Prospects.

Unit IV: 15

Principles of neuroimaging: spatial vs. temporal resolution, Overview of functional magnetic resonance imaging (fMRI), electroencephalography (EEG), and magnetoencephalography (MEG), Applications of neuroimaging techniques in psycholinguistic research.

Reference:

- 1) Bo Wang and Yaanyi Ma. (2024 Ed.) *Theorizing and Applying Systemic Functional Linguistics*: (Developments by Christian M I M Matthiessen, Routledge, Taylor and Francis Group, New York and London.
- 2) M. A. K. Halliday (2005-06) (Ed. Jonathan J. Webster) *Computational and Quantitative Studies* Vol.6 in the Collected Works of M.A.K. Halliday, Continuum, London. New York.
- 3) Barbra Seidlhofer (2003) Ed. *Controversies in Applied Linguistics*, Oxford Applied Linguistics, Oxford.
- 4) Guy Cook, Barbra Seidlhofer (1995, 2009) Ed. *Principle and Practice in Applied Linguistics*, Oxford.
- 5) Poldrack, R. A. (2011). *Handbook of functional MRI data analysis*. Cambridge University Press.
- 6) Luck, S. J., and Kappenman, E. S. (2011). *The Oxford Handbook of Event-Related Potential Components*. Oxford University Press.
- 7) Price, C. J. (2012). A review and synthesis of the first 20 years of PET and fMRI studies of heard speech, spoken language and reading. *NeuroImage*, 62(2), 816-847.

Journals:

1. Machine Translation.
2. Annual Review of Applied Linguistics.
3. International Journal of Multilingualism.
4. Social Semiotics.

Program: MA in Linguistics

Course Title: **Academic Research Writing**

Course Code: PLITC40607

Course Instructor:

Teaching Hour: 60

Semester: IV

Course Type: Core

Credit: 4

Total Marks: **100**

1. Introduction

The course on Academic Research Writing enjoys a central place in the process of academic research as it has its own form, style and features of register variation besides

specific language features required for effective communication. The course expects a proper orientation of students in various processes of research writing a research proposal, refining a research question and issues of a second language writer. The focus will be on issues in thesis and dissertation writing, the shape of the thesis and dissertation, writing the methodology chapter, background and literature review, and writing the results, discussions and conclusions. The students will be enabled with research insight, its form and process with special focus on ethics and publications.

2. Course Objectives:

1. The course on Academic Research Writing aims to provide students research orientation and training in the process of research methodology and related key issues in linguistics and applied linguistics.
2. To enable students to in writing research proposal, literature review, refining a research question based on research gap identified.
3. To understand the relation between research framework, data collection, data analysis, and writing methodology chapter with logical links with other chapters of thesis and dissertation keeping in view ethical uses and quality expectations.
4. To do adequate practice in writing texts on the sections of Results, Discussions, and Conclusion chapters focussing the roles and relations, and overall design to make the thesis cohesive and coherent for effective academic communications.

3. Course Outcomes:

At the end of the course teaching, it is expected that:

1. The students are provided with adequate research orientation and training in the process of research methodology and related key issues of linguistics and applied linguistics.
2. The students are enabled in writing research proposal, literature review, identifying the research gap and refining a suitable research question.
3. The students have understood the relation between research framework, data collection and data analysis and writing methodology chapter with logical links with other chapters of thesis and dissertation keeping in view ethical issues and quality expectations.
4. The students have done adequate practice in writing texts on the sections of Results, Discussions and Conclusions chapters focussing the roles and relations and overall design to make the thesis cohesive and coherent for effective academic communication.

4. Teaching Method

Analytical, explanatory and illustrative methods focussing practical exercises in reading ‘core’ texts, writing texts based on disciplinary genres, styles and registers; power point presentations (PPT), writing notes on key concepts; referring sample texts of relevant dissertations and theses in applied linguistics.

5. Testing and Evaluation

End semester examination for 60 marks and internal continuous assessments for 40 marks as per the university notification.

6. Course Content (Indicative)

Unit I: Introduction

15

Background to Thesis and Dissertation Writing in a second language, context of writing thesis, social and cultural context, approaches to knowledge and learning cross-cultural issues, a second- language writer in research setting, critical issues, disciplinary differences and expectations of examiners and universities. Issues for a second-language writer: psycho-affective, behavioral, rhetorical, and social.

Writing a research proposal, difference between master’s and doctoral thesis, Refining a research question.

Unit II: The shape of theses and dissertations

15

A review of thesis and dissertation types, structure of theses and dissertations. The context of individual chapters, linking sections, discipline-specific expectations, writing the introduction, role of the introduction in the thesis: creating a research space; length and structure of introduction, illustrations. Writing the background chapters for thesis or dissertation; literature review, theoretical framework, summarizing and critiquing previous research, adopting a stance, using reporting and evaluative verbs, issues of ethics and plagiarism, samples, outlines and illustrations.

Unit III: Writing the Methodology Chapter:

15

Role and relevance purpose and place of the methodology section in thesis, distinction between methodology and method, research design, argument, justification for the choice of research methodology, a review of methods used in similar studies; conduct of research and data section; components of a methodology chapter, data processing materials and methods, ethical issues particular challenges of qualitative research; presentation of the researcher role of a researcher, keeping a researcher diary; Examiner’s views about methodology.

Unit IV: Writing the Results, Discussions and Conclusions Chapters: 15

- i. Writing the Result Chapter:

- Components of results chapter
 - Locating the results/ findings in the thesis
 - Organization and linguistic features (Sample extracts)
 - Structure, purpose, moves
 - Number systems.
- ii. Writing discussions and conclusions:
- Functions of discussion chapter
 - Strategies for writing the discussion section, the typical shape of the discussion section, making claims and hedging in the discussion section.
- iii. Writing Conclusion
- Features
 - Typical shape and
 - The language of conclusion,
- iv. Writing the Abstract and Acknowledgements:
- Importance of the ‘Abstract’, typical structure, the language of the abstract.
 Writing the Acknowledgements section: Analyzing a sample acknowledgements section
- Resources for thesis and dissertation writing.

7. References:

Texts:

Brian Paltridge and Sue Starfield (2007, 2008) *Thesis and Dissertation Writing in a second Language: a handbook for supervisors*, Routledge. Francis and Taylor, London and Newyork.

Paul Oliver (2004, 2008, 2010) *Writing Your Thesis*, 2nd edn. Sage South Asia Edition, Los Angeles. London. New Delhi. Singapore

References:

1. Dornyei (2007, 2019) *Research Methods in Applied Linguistics*, Oxford University Press

2. Lia Litosseliti (ed.) (2010, 2011, 2013) *Research Methods in Linguistics*, Bloomsbury, UK, USA.
3. Wray, A. and Bloomer, A. (2006) *Projects in Linguistics: A Practical Guide to Researching Language*, Hodder Arnold.
4. Andrew, R. (2003) *Research Questions* London Continuum.
5. Mason, J. (2002), *Qualitative Researching* (2nd edn) London: Sage.
6. Halliday, M . A. K. (Jonathan J. Webster: ed.) (2005) *Computational and Quantitative Studies* Bloomsbury, Continuum, New York. London.

Journals:

1. Journal of Writing Research (Open Access).
2. Corpus Linguistics and Linguistics Theory.

Program: MA in Linguistics

Course Title: Indian language Family

Course Code: PLITC40608

Course Instructor:

Semester: IV

Course Type: Core

Credit: 2

Teaching Hour: 30

Total Marks: **50**

Introduction

This course explores the rich linguistic diversity of India, focusing on the concept of India as a linguistic area and the insights provided by the Linguistic Survey of India. Students will delve into the unique characteristics of the Munda languages and examine the proposal of a sixth language family within the Indian linguistic landscape. Through

this course, learners will gain a comprehensive understanding of India's complex and diverse linguistic heritage.

Course Objectives:

1. To understand the concept of India as a linguistic area and its significance in linguistic studies.
2. To analyze the findings and methodologies of the Linguistic Survey of India.
3. To explore the distinctive linguistic features of the Munda languages.
4. To critically evaluate the concept of the sixth language family in the context of Indian linguistics.

Course Learning Outcomes:

At the end of the course teaching, it is expected that:

5. Students will be able to describe the concept of India as a linguistic area and its implications for linguistic research.
6. Students will gain familiarity with the historical and contemporary findings of the Linguistic Survey of India.
7. Students will identify and explain the unique linguistic characteristics of the Munda language family.
8. Students will assess the arguments and evidence for the existence of a sixth language family in India.
9. Students will develop skills in linguistic analysis and apply them to the study of Indian languages and their classifications.

Teaching Method

The course will employ a combination of lectures, interactive discussions, and case studies to facilitate a deep understanding of India's linguistic diversity. Students will engage in hands-on activities such as analyzing linguistic data and conducting mini-surveys. Multimedia resources, including documentaries and digital archives, will supplement traditional teaching methods to provide a rich and immersive learning experience.

Evaluation

The end semester examination will account for 30 marks, including a mix of short answer, essay, and data analysis questions. Internal continuous assessments, totaling 20

marks, will include assignments (10 marks), class participation (5 marks), and quizzes (5 marks). Detailed schedules and structures for these assessments will be provided at the beginning of the course as per university notifications.

Indicative Course Content

Unit 1: India as a Linguistic area, Linguistic Survey of India

Unit 2: Characteristics of Indian languages and Typology, Unique Munda Linguistic characteristics, The concept of sixth language family

References:

Anvita Abbi (30 October 2011). A Dictionary of the Great Andamanese Language: English-Great Andamanese-Hindi. Ratna Sagar. p. 480. ISBN 978-9350361252.

Anvita Abbi (1 January 2006). Endangered Languages of the Andaman Islands. Lincom Europa. p. 117. ISBN 978-3895868665.

Anvita Abbi (1991). India as a Linguistic Area Revisited. Pergamon Press. OCLC 470322193.

Anderson, G. D. S. (2007). *The Munda Languages*. Routledge Language Family Series. Routledge.

Emeneau, M. B. (1956). India as a linguistic area. *Language*, 32(1), 3-16.

Grierson, G. A. (1903-1928). *Linguistic Survey of India* (Vols. 1-11). Office of the Superintendent of Government Printing, Ind

Program: MA in Linguistics

Course Title: Dissertation

Course Code: PLITR40601

Course Instructor:

Teaching Hour: 90

Semester: IV

Course Type: Core

Credit: 6

Total Marks: 150

The dissertation is final research document which the student is expected to submit within the time schedule.
