

**University of Kufa**

**College of Education/Department of English Language**

**Second Year Class, 2012/2013**

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| **Course Syllabus** |
| *Course code: none*  | **Course Title: linguistics** |
| *Course prerequisite (s): none* | **Course Level: *3d year*** |
| **Credit hours: 3** | **Lecture Time: 10-11****Sun , Thurs. , and Wednesday**  |

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| **Academic Staff Specifics** |
| **E-mail Address** | **Office Hours** | **Office Number and Location** | **Rank** | **Name** |
| **suzannelight84@gmail.com** | **S-T-W:** **1:30-2:30****Mon.:** **8:30-1:30** | **Room:** **Second flour** | **Assistant****Lecturer**  |  **Miss** **Suzanne Sa’ad**  |

**Course module description:**

Linguistics is an ideal major for today's university student. It provides the intellectual satisfaction of learning how human language works, while at the same time developing the analytical skills necessary to be highly competitive in teaching. Linguists explore the structure and mechanics of language, the interaction of language and mind and language and socio-cultural factors, as well as what these things tell us about the human mind and the human condition.

Through the course of study, the instructor will present enough explanation, examples and exercises for the students who will get encouragement to participate most of the activities in the lecture and take their part to be English language teachers.

**Course module objectives:**

We offer two tracks within the Linguistics Major: General and TESOL. 1- The General Linguistics track offers a strong humanistics and scientific education in the nature of language. This track focuses on understanding and analyzing language change, structure, and use.

2- The TESOL (Teaching English to Speakers of Other Languages) track allows students to study language structure and acquisition and learn to apply this knowledge to teaching and learning languages. This track prepares students to teach English both in the US and abroad.

**Teaching methods:**

The exposition of this subject advances by short-step progression, with an exercise after nearly every step since students should must work actively with the language if they are to achieve a firm understanding of it.

The instructor pre-teaches most lessons to hold student’s attention since the material is new.

Asking questions about the material and re-back process will be used mostly.

Giving students some exercises to check the comprehension.

 Asking them to review the material and always there is time for discussion of such illustration to strengthen the understanding and the performance of the exercises as well.

Having the students justify their answers in exercises in that case the instructor will find out which students really understand what they are doing.

**Learning outcomes:**

* Knowledge and understanding
1. To have a general knowledge of the key theoretical issues of linguistics.
2. To know the nature of English language .
3. To understand the origin of English words.
* Cognitive skills (thinking and analysis).
1. Comprehend the key principles, approaches and concepts of cognitive linguistics .
2. Show a degree of critical reflection on the key principles, approaches and concepts of cognitive linguistics.
3. Consolidate and further develop understanding of the place of cognitive linguistics within its intellectual context – in particular, to understand how language relates to cognitive science in general, and to other strands in linguistics which explore the language-mind link (for example, psycholinguistics, and sociolinguistics)
4. Demonstrate an ability to critically apply, interpret and present such knowledge both orally and in writing.
5. Demonstrate an ability to discuss in groups critical and informed arguments about significant issues in Linguistics .

**Practical and subject specific skills (Transferable Skills).**

 1. To manage own learning time and research activities.

2. To undertake teacher’s presented exercise.

3. To organize and present information and arguments on the chosen items in well-formed oral and written English.

 4. To develop the skills necessary to allow them to take theoretical concepts and apply these concepts to practical situations in their work and personal lives.

 **Assessment instruments**

* Presentations
* Quizzes.
* Homework
* Final examination: 50 marks

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| **Allocation of Marks** |
| **Dates**  | Assessment Instruments |
| 20 marksDate: 2-12-2012 | **First examination** |
| 20 marksDate: 14 - 4- 2013 | **Second examination** |
| The date will be fixed later on  | **Final examination: 50 marks** |
| 10 marks | **Quizzes, Home works, Classroom activities, and Attendance** |
| 100 marks | **Total** |

**Documentation and academic honesty**

1. Kufa University students shall exhibit honesty in all academic endeavors.
2. Cheating in any form is not tolerated, nor is assisting another student to cheat.
3. Students are required to attend and participate the lectures and to complete all assignments.
4. Anyone in violation of this policy will *at least* receive a failing grade on the relevant assignment.

**Course/module academic calendar**

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| **week** | **Subject item** |
|  **1-5****23-9-2012----1-11-2012** | * **The differences between Macrolinguistics and Micro linguistics, the branches of Microlinguistics.**
* **What is linguistics.**
* **The scientific study of language.**
* **The scope of linguistics.**
* **Linguistics and other disciplines**
* **The application of linguistic science.**
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| **6-10****4-11-1012----2-12-2012** | * **The misconceptions about the nature of linguistics.**
* **Linguistics and the historical study of language .**
* **Comparative philology , language families.**
* **A brief history of English language.**
* **Linguistics and language teaching.**
* **Linguistics and evaluation lessons.**
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| **11-15****2-12-2012----30-12-2012** | * **The various branches of general linguistics , a brief history of the study of linguistics, Greek 20th century.**
* **Traditional grammar vs. linguistics, the misconceptions of traditional grammar.**
* **De- Saussure : the founder of modern linguistics.**
* **Structural linguistics ( Bloomfieldain linguistics)**
* **The goals of linguistics theory and the concept of grammar.**
* **Chomsky and transformational grammar.**
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| **16-20**  | * **What is language (some definitions) the various characteristics of language.**
* **The function of language**
* **The structure of language .**
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|  **21-23** | **Phonetics vs. phonology.****The phoneme.****Analogy sounds.****Sounds description and analysis .****The prosodic and suprasegmental features.**  |
| **24- 26** | **Morpholog (an introduction / definition).****The morpheme .types of morphemes.****Phonological …………..****Words and word formation processes.** |
| **27-29** | **Syntax.****Chomsky’s transformational grammar.****Process of syntactic analysis.** |
| **30** | **Semantics and pragmatics.****Lexical and grammatical meaning.****Lexical meaning and lexical relations.** |

**Note**:

For each chapter, there is an assignment consisting of questions for students to answer. Some of the questions are comprehension questions, to check students’ understanding of the material, and others are exercises intended to improve their understanding of the concepts by applying them to the analysis of specific problems

**Expected workload:**

On average students need to spend 2 hours of study per day according to this module.

**Attendance policy:**

Attendance in class is mandatory, thus, absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college may not be allowed to take the final examination and shall receive a mark of zero for the course.

**Module references**

1. A course in general linguistics . by Yasamin Hikmat
2. Linguistics . by David Crystal.
3. Essential of linguistics science . by R. Nassar.
4. Linguistics . Jane Aitcheson.
5. **W**hat is linguistics .. by David Crstal.