

**CURRICULAM FRAME WORK
FOR THREE YEARS UNDER
GRADUATE PROGRAMME IN LINGUISTICS
FOR THE YEAR 2024-2025**

**KUVEMPU UNIVERSITY, JNANASAHYADRI
SHANKARAGHATT, SHIVAMOGGA**

**Curriculum Content
For
Linguistics**

PROGRAMME OBJECTIVES

1. Linguistics Programme focuses on comprehensive knowledge about language and its structure and use.
2. Comprehensive knowledge and understanding of major concepts, theoretical principles and
3. Experimental findings in Linguistics and its different subfields (Phonetics, Phonology, Morphology, Syntax, Semantics, Sociolinguistics, Psycholinguistics and Historical
4. Linguistics/Language Change, and other related fields of study, including broader interdisciplinary subfields such as Philosophy, Psychology and Social Sciences.
5. Ability to use modern instrumentation for Linguistic analysis and descriptions.
6. This programme enables the students to approach Languages scientifically in terms of their structure and meaning. Further, this programme focuses on the technicality of employing the language in fields such as Business, Computer Science, Translation, Culture, Teaching, and Learning, Psychology and Dictionary Making.
7. This programme has been engineered to help Tribal Societies by studying and documenting their language and Culture.

PROGRAMME OUTCOMES

On successful completion of this programme, each student will be able to:

1. Approach Languages scientifically in terms of their structure, meaning and focuses on comprehensive knowledge about language and its structure and use.
2. Understand and articulate general issues concerning the nature & function of language. These include the basic mechanisms common to all languages: The domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics.
3. Analyze specific sounds & understand the systematic properties of the sound system.
4. Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
5. Understand and analyze the link between language and various dimensions of culture.
6. Understand the cognitive and social dimensions of first and second language acquisition.

7. Understand the principles of first and second language acquisition and to apply them in appropriate contexts.
8. Understand the individual processes and strategies that affect the way people acquire and use first and second languages.
9. Have Knowledge of how people acquire first and second languages and the implications for schooling and educational policy.
10. Understand the social functions of language and the roles they play in culture.
11. Understand and appreciate of how language and communication work to affect the socio-cultural world.
12. Understand, appreciate and analyze the role of language in everyday interactions.
13. Understand the values associated with ways of speaking and their social and personal consequences.
14. Acquire knowledge of contemporary issues in language policy and the ability to take a public and professional role in these issues.
15. Understand language variation, including historical and social and regional dialects.
16. Understand the equality of all linguistic codes (languages, dialects, varieties, etc.).
17. Evaluate and adapt current language teaching methodologies.
18. Apply appropriate knowledge of language testing and language proficiency assessment.
19. Contribute to curriculum planning and programme evaluation.
20. Develop ability to understand and evaluate current research methodologies and how they are applied to problems in linguistics.

PROGRAMME PEDAGOGY:

1. Classroom teaching will be using whiteboard and marker, PowerPoint presentation, information and communication technology
2. Conceptual Knowledge Lectures and demonstrations
3. Theoretical disciplinary knowledge, Lectures and demonstrations
4. Methodological and analytical knowledge Lectures and demonstrations
5. One on one interaction or with small student numbers during tutorial classes
6. Student seminar paper presentation in each semester
7. The student will be tested for their writing abilities to answer precise and essay type of questions
8. Project/ dissertation work on a small research problem and every student will be subjected viva voce examination by external examiners
9. Invited talks from eminent scholars

**Guidelines for Continuous Internal Assessment
And Semester Examination**

Total Lesson Units of Each Paper – 03 to 05 Units
(Including Preliminary Introduction, Theoretical description)

Note: Examination Marks (Theory)	: 80 Marks
Internal Assessment	: 20 Marks

Maximum Marks for Each Paper	: 100 Marks

ModelQuestionpaperpatternfor three years B.A. Degree in LINGUISTICS 2024

ModelQuestionPaper

Max Time: 3 hrs

Max Marks: 80

12x5 = 60

1. Answer any five questions. All questions carry equal marks.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

2. Answer any four questions. All questions carry equal marks.

4x5= 20

- a)
- b)
- c)
- d)
- e)
- f)

**LINGUISTICS
FIRST SEMESTER**

TITLE OF THE COURSE:

LING 01: Introduction to Language and Linguistics

Total Marks: 100 Credits: 6

Main Objectives of the Course:

This paper aims to acquaint the student with a linguistic approach to language. So the elementary concepts of linguistic science and an overview on the subject linguistics are presented here.

COURSE CONTENT

Unit I: 'Definition; nature of language; characteristics; language and thought

Unit II: Linguistics; definition; linguistics science; linguistic levels; interdisciplinary nature of Linguistics.

Unit III: Verbal and non-verbal communication; Icon, Index, symbol; types of communication.

Unit IV: Langue and Parole; competence and performance; substance and form, syntagmatic and paradigmatic.

Unit V: Structural linguistics; American and European structuralism; formal linguistics.

Suggested Readings:

Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001):Linguistics: An Introduction to Language and Communication. MIT, Cambridge, USA.

Blake, Barry J. 2008. All About Language. Oxford University Press, Oxford.

Fromkin V. and R. Rodman. 1974. An Introduction (Language. New York: Holt, Rinehart and Winston.

Hockett, C.F. 1958. A Course in Modern Linguistics. New York: Macmillan.

Hudson,G.2000.Essential Introductory Linguistics.USA:Blackwell.

Lyons, John (2003) Language and Linguistics. Cambridge University Press

O'Grady, W; Dobrovolsky, M. and Aronoff, M. 2004. Contemporary Linguistics: An Introduction. 5th Edition. New York: St. Martin's Press.

Radford, A.; Atkinson, M.; Britain, D.; Clahsen, H. and Spencer, A. 2002. Linguistics: An Introduction. Cambridge University Press, Cambridge

Yule, G. 1996. The Study of Language (2nd edition) Cambridge: Cambridge University Press.

Course Outcomes:

At the end of the course, the students will be able to

1. Understand Linguistic approach to language and about unique elementary concepts of General Linguistics
2. Understand language structures and functioning of the language. Language and Communication, Branches of Linguistics
3. Understand the application of linguistics on other related disciplines

LINGUISTICS
SECOND SEMESTER
TITLE OF THE COURSE:

LING 02: Phonetics and Phonology

Total Marks: 100 Credits: 6

Main Objectives of the Course:

The main aim of this course is to equip the students with the basic theories and practical knowledge of the propagation and perception of speech sounds both segmental and suprasegmental. In addition to this, the present course is also enabling the students to understand the important Principles of Phonological Theory with Special Emphasis on Taxonomic Phonemics and other branches of Phonology and to arrive at the Phonological System of a Language.

COURSE CONTENT

Unit-1: Definition, aim and scope of Phonetics; Branches of Phonetics; Utility of Phonetics Organs of Speech; Processes of speech production—Airstream process, Phonation process, Voice Onset time, Articulatory process, Oro-nasal process.

Unit -2: Classification of speech sounds: vowels and consonants (vocalic and consonantal); Production, classification and description of consonants; Production, classification and description of vowels; Cardinal vowels. Monophthongs vs. Diphthongs; Types of diphthongs; Syllable; International Phonetic Alphabet (IPA); Phonetic transcription and its types; Fundamentals of Acoustic phonetics

Unit-3: Phonology (phonemics): Relationship between Phonetics and Phonology; concept of Phoneme; phone, phoneme, allophone; Goals of phonological theory; Different views of the phoneme. Phonemic principles: phonetic similarity, contrast, complementary distribution, free variation, economy, symmetrical patterning; neutralization, archi-phoneme. Levels of phonological representation; Distinctiveness and redundancy.

References:

Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
Amsterdam: John Benjamins Publishing Company.

Ashby, Michael and John Maidment 2005. *Introducing Phonetics Science*. Cambridge: Cambridge University Press.

Ashby, P. 1995. *Speech sounds*. London: Routledge.

Bhaskararao, Peri. 1977. *Practical Phonetics*. Pune: Deccan College. 12

Clark, J. and C. Yallop 1990. *An Introduction to phonetics and phonology*. Oxford: Basil Blackwell.

Ladefoged, P. and I. Maddieson. 1996. *The Sounds of the World's Language*. Oxford: Basil Blackwell.

Ladefoged, Peter. 2001 (4th edn.) *A course in phonetics*. New York: Harcourt Brace.

Ladefoged, Peter. 2001. *Vowels and consonants: An introduction to the sounds of the languages of the world*. Oxford: Blackwell.

Ladefoged, Peter. 2003 *Phonetic data analysis: An introduction to fieldwork and*

Laver, J. 1994. *Principles of Phonetics* Cambridge: University Press. Learned Societies.

Nolan, F. et al. 1999 *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.

O'Corner, J.D. 1973. *Phonetics*. London: Penguin.

Roach, P. 2001 *Phonetics*. Oxford: Oxford University Press.

Clark, J. and C. Yallop 1990. *An Introduction to phonetics and phonology*. Oxford: Basil Blackwell.

Fisher-Jorgensen, G. 1975. *Trends in phonological analysis*. Copenhagen: Akademisk Forlag.

Hyman, Larry M. 1975. *Phonology: Theory and analysis*. N.Y.: Holt Rinehart and instrumental techniques. Oxford: Blackwell.

Jensen, John T. 2004. *Principles of generative phonology: An introduction*.

Odden, David. 2005. *Introducing phonology*. Cambridge: Cambridge University

Pike, K.L. 1947. *Phonemics*. Ann Arbor: The University of Michigan Press. Press.

Rocca, Iggy and Wyn Johnson. 1999. *A course in phonology*. Oxford: Blackwell

Schane, S.A. 1973. *Generative Phonology*. Englewood-cliffs. N.J.: Prentice Hall.

Trubetzkoy, N.S. 1979. *Principles of phonology*. Baltaxe, CAM (Trans) 1969. Berkeley: University of California Press. Winston.

Hayes, B. (2008) *Introductory Phonology*.

Course Outcome:

On successful completion of the course, the students will be able to

1. Identify the speech sounds of world languages.
2. Classify and transcribe the speech sounds of languages of various natures besides imparting them different schools of thoughts pertaining to Phonetics & Phonology.