UNIVERSITY OF DELHI

MASTER OF LINGUISTICS

(Acronym for the Course)

(Effective from Academic Year 2019 - 20)

PROGRAMME BROCHURE

Revised Syllabus and choice based Credit System

Linguistics is hardly present at the undergraduate level. Therefore the program is very intensive. The subject is also highly technical and requires practical sessions in the form of Speech Lab., Fieldwork, Field/Experiment oriented Project work / Practice sessions in descriptive analysis. Therefore, the program is designed to be student centric.

Broad Schema for converting the revised Syllabus in terms of CBCS system

- Please note that the duration of the two semesters may not be equal, hence the total number of credits are calculated on a weekly basis only.

- A course will have 5 credit hours per week. Following the criteria in Table 1, a teacher is free to choose an appropriate combination of Lectures, Lab/Equivalent, and Tutorial/equivalent to meet the relevant number of credits (5 credits per course per week) for a course one is teaching.

- Table 1. Criteria for calculating credits per course per week

	No. of hours	No. of credits	Total credits per week *based on various combinations of lecture, lab, and tutorial*		
Lecture	1	1	4	2	3
Lab/Field Project/Equivalent	2	1	0	2	1
Tutorial/equivalent	1	1	1	1	1
			5		

Note. An innovative method is proposed to compensate the deficit credits (if any) by attending Workshops (also Seminars, Talks etc.) organized by the Department. Under CAS we have provision for two Workshops a year. Alternatively, students will earn extra credits by attending such workshops.

(I) Compulsory Courses:

1. Lectures: two to four hours per week (= 2- 4 credits per week)
2. Tutorial/equivalent (group presentation, discussion): One hour per week (One credit per week).
3. Some of our courses require additional (2 credits per week)
   (a) Four hours of Lab work a week (e.g., Phonetics)
   (b) Four hours of Field Work/ Field oriented Project work a week (e.g., Sociolinguistics, Field methods)
   (c) Practical sessions in descriptive linguistic analysis (Phonology, Morphology, Syntax, semantics etc.)

For such courses the teaching hours could be adjusted accordingly.

(II) Elective Courses (Introductory Level):

Same as for compulsory courses.

(III) Elective Courses (Advanced Level):
1. Lectures: Two hours per week
2. Four hours of individually /collectively guided Research activity resulting in a term paper.
3. Tutorial/ equivalent (Reading and discussion, if needed)
Tutorial may or may not be possible if the area is new. It could be replaced by Presentation/Reading and Discussion.

Note. Weightage of term paper and various other activities (Lab/Project/ Sessions in descriptive linguistic analysis etc.) mentioned above and exam will be decided by the Department in consultation with the concerned Teacher.

(III) Open Elective Courses:

1. Lectures: four hours per week
2. Tutorial/Equivalent

Tutorials
Note. We do not have a tradition of regular tutorials for each course given the small size of the Department, but we are willing to try. We would need to engage students for the purpose. There may be financial implications for arranging Tutorials. University must facilitate that.

Introduction to the Revised Courses

- We are proposing new courses as well as restructured courses keeping in view a futuristic perspective and the emerging trends in the discipline.

- We have provided a course description and two representative readings. The specific details and teaching plan are not provided to allow the Department/concerned teacher to accommodate various trends in the discipline/ focus on specific topics/ subareas. These will be prepared later as per the best practices in the field followed in the Department and some of the best schools across the world.

- Elective courses are divided into groups. The Department will work out the modalities for choosing elective courses across groups of courses.

Revised and Restructured list of Courses

List of Compulsory courses

Group (A)
Note. Courses no. 1- 4 will be offered in Semester I and course no. 5 in Semester II.
1. Phonetics-I
2. Phonology-I
3. Morphology-I
4. Syntax-I
5. Sociolinguistics-I

Group (B)
Note. In addition to course no. 5, <u>three of the following</u> will be offered as compulsory courses in Semester II depending on the availability of a suitable faculty.

6. Semantics-I
7. Historical Linguistics-I
8. Computational Linguistics-I
9. Psycholinguistics-I
10. Neurolinguistics-I
11. Sign Language-I
12. Language Change-I
13. Second Language Learning and Acquisition-I
14. First Language Acquisition-I
15. Open Course-I This provides an opportunity to offer a course in an area not covered above, emerging trends, an area in which the department lacks expertise. This also makes it possible to take advantage of the expertise of a visiting/invited faculty.

List of Elective Courses
Group (C)

Note. Depending on the availability of a suitable faculty and availability of choices, three of the following will be offered as compulsory/elective courses in the third semester. If adequate number of faculty is available, students will have the liberty to choose according to the criteria set by the Department. Students will have to choose at least one course each from (C-1) and (C-II).

(C-1)

    16. Phonetics-II
    17. Phonology-II
    18. Morphology-II
    19. Syntax-II
    20. Semantics-II

(C-II)

    21. Sociolinguistics-II
    22. Historical Linguistics-II
    23. Computational Linguistics-II
    24. Second Language Learning and Acquisition-II
    25. First Language Acquisition-II
    26. Open Course- II

Group (D)

Note. Depending on the availability of a suitable faculty and availability of choices, three of the following will be offered as compulsory/elective courses in the fourth semester. If adequate number of faculty is available, students will have the liberty to choose according to the criteria set by the Department (to ensure adequate exposure and training in three to four areas across the entire MA programme).

    27. Phonetics- Seminar-I
    28. Phonology-Seminar-I
    29. Morphology-Seminar-I
    30. Syntax- Seminar-1
    31. Sociolinguistics- Seminar-I
    32. Computational Linguistics-Seminar -I
    33. Semantics- Seminar-I
    34. Open Linguistics Seminar-I
    35. Phonetics- Seminar-II
    36. Phonology-Seminar- II
    37. Morphology-Seminar- II
    38. Syntax- Seminar- II
    39. Sociolinguistics- Seminar- II
    40. Computational Linguistics-Seminar - II
    41. Semantics- Seminar- II
    42. Open Linguistics Seminar-II

Open Elective courses

Note. These courses may be offered depending on the availability of Faculty. Further Courses may be added and will be announced from time to time depending on the feasibility.

43. Introduction to Language and Analysis -1
44. Any course that is offered in 2nd and 4th semester

<center>**Brief Description of the M.A. Courses**</center>

The actual teaching plan will be prepared each semester by the concerned teacher keeping in mind the new developments and publications in the field and archived in the Department.

Introductory courses are labeled as I as they introduce the essentials of an area to students. The courses labeled as II build on introductory courses to provide advanced training by bringing in newer developments. These courses would have focus on select topics (chosen by the concerned teacher) in an area.

The Seminar courses both I and II are research and reading oriented. These courses are designed to provide intensive and deeper understanding in select specialized subareas. Therefore, details of such courses are not provided.

1. Phonetics-I

This course provides hands-on introduction to various aspects relating to the study of speech sounds with reference to their production, perception and visual properties. The course will cover articulatory, auditory, and acoustic phonetics. The materials to be covered will be presented in the form of lectures and demonstrations and Lab activities. Students will have the opportunity to familiarize themselves with the sounds of languages from around the world including languages of India. Students are expected to work on their own language(s) and learn about the sounds of their own language by participating in individual and group activities and assignments.

Suggested Readings

Johnson, Keith (2012). *Acoustic and auditory phonetics*. Oxford, U.K: Wiley-Blackwell.
Reetz, Henning, and Jongman, Allard (2009). *Phonetics: Transcription, production, acoustics and perception*. Oxford, U.K: Wiley-Blackwell.
Hewlett, Night and Beck, Janet (2006). *An introduction to the science of phonetics*. New Jersey/Lond: Lawrence Erlbaum.
Ashby, Michael and Maidment, John (2005). *Introducing Phonetics Science*. Cambridge: Cambridge University Press.

2. Phonology-I

This course will discuss the organization of sounds in the world's languages. Students begin with learning about phoneme inventories, the method used to identify phonemes and their allophones, and rules to account for the distribution of these allophones. Next, they study restrictions on the distribution of phonemes leading to neutralization of contrast in certain environments. This is followed by a study of phonological phenomena that require rule-ordering. The course ends with a study of syllable structure and rules involved in syllabification.

Suggested Readings

Hayes, Bruce (2009). *Introductory phonology*. Wiley-Blackwell Publishers.
Odden, David (2005). *Introducing phonology.* Cambridge University Press.

3.   Morphology-I

This course is designed to introduce students to think of words structurally and train them to identify the structural properties of words and their internal compositions. Some of the prominent topics include: word structure, types of morphemes, word formation processes, derivational and inflectional processes, Morphology & Syntax, morphological productivity.

Suggested Readings

Aronoff, Mark (1976). *Word Formation in Generative Grammar*. Cambridge, MA: MIT Press.
Aronoff, Mark and Kirsten Fudeman (2011). *What is Morphology?* Second Edition. Sussex: John Wiley & Sons Ltd.
Booij, Geert (2005). *The Grammar of Words*. Oxford: OUP.
Katamaba, Francis & John Stonham (2006 2nd edition). *Morphology.*   Hampshire and New York: Palgrave MacMillan.

4.   Syntax-I
This course is designed to train students in recognizing and analyzing sentence structure. The emphasis is on problem solving and the students are expected to have gained a workable understanding of the pre-Minimalist concepts at the end of the course. Topics include: architecture of grammar, intermediate categories, case, theta, control, binding theories, NP and WH movement, Islands, subjacency, barriers, DP hypothesis.

Suggested Readings

Haegeman, Liliane (1991). *Introduction to GB Theory* (2nd Edition).

Carnie, Andrew (1999). *Sentence Structure: A Generative Introduction*. OUP

Poole, Geoffrey (2002). *Syntactic Theory*. Palgrave.

Lasnik, Howard and Juan Uriagereka (1988). *A Course in GB Syntax*

5.   Sociolinguistics-I

This course introduces students to language in its social context. Students learn how to make observations on language used in real face-to-face interactions and analyse them. Topics covered include essentials of sociolinguistics: perspectives on linguistic diversity, language in time and space, language variation and change, the role of social factors like class, caste, clan, ethnicity, gender, family, mobility etc. in understanding language variation and change. Students get hands on experience on language use by participating in group and individual field projects, and basic quantitative methods in analyzing data.

Suggested Readings

Labov, William (1972/1991). Philadelphia: University of Pennsylvania Press.

Meyerhoff, Miriam (2006/2011). Introducing Sociolinguistics. New York: Routledge

Smakman, Dick (2018). Discovering Sociolinguistics. London: Palgrave.

6.   **Semantics-I**

This course focuses on the essentials of lexical semantics, different perspectives on word and sentence meaning, the concepts of sense and reference, and introductory logical methods for the analysis of meanings of simple clauses and sentences. The established logical connectives to connect propositions within sentences and inter-sentential truth-value relations such as entailment and presupposition are introduced and applied to example sentences. Definiteness and quantifiers are analysed and introduced at a basic level in relation to the meanings of noun phrases and sentences. Classification of predicates according to their inner aspect (Aktionsart) is introduced at a basic level. Concepts that occur at the interface of semantics and pragmatics (the study of language in use) such as implicature and speech acts and forces are introduced and discussed with reference to examples.

Suggested Readings

Chierchia, Gennaro, and Sally McConnell-Ginet (2000). *Meaning and Grammar: An Introduction to Semantics*, 2nd edition. Cambridge, MA: MIT Press.

Lyons, John (1995). *Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press.

Saeed, John I. (2015, 4th ed.). *Semantics*. Oxford: Wiley-Blackwell.

7.   Historical Linguistics-I

This introductory course in historical linguistics initiates the diachronic study of language and its significance in the overall discipline of linguistics. Topics that are introduced include phonetic and phonological change, morphological change, analogy, language families and historical-comparative reconstruction of a proto-language, internal reconstruction in the history of a language or language group, problems with a monolithic approach to historical-comparative reconstruction, language contact and processes of change.

Suggested Readings

Aitchison, Jean (1981/2001). *Language Change: Progress or Decay?* Cambridge: Cambridge University Press.
Bynon, Theodora (1977/2012). *Historical Linguistics*. Cambridge: Cambridge University Press.
Trask, R. L., and Robert McColl Millar (2013). *Trask's Historical Linguistics*, revised edition. New York: Routledge.

8.   Computational Linguistics-I

This course is designed to teach students how language can be automatically processed and interpreted by means of formal modelling and algorithmic procedures. The

emphasis is equally strong on *theory* and on *application*. Prominent topics include: linguistics theories of grammar, special topics in formal syntax, semantics, discourse and dialogue semantics, pragmatics, morphology and phonology, automata theory, graph theory, linguistic representations, machine learning, formal languages and grammars, statistical language processing, machine translation, Natural Language Processing, artificial intelligence.

Suggested Readings

Bender, Emily (2013). *Linguistic Fundamentals for Natural Language Processing*. M&C Publishers.
Grishman, R (1986). *Computational Linguistics: An Introduction* (Studies in Natural Language Processing, pp. I-Iv). Cambridge: Cambridge University Press.
Jurafsky, Daniel & Martin, James H. 2000. *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*. New York: Prentice-Hall.
Pullman, Steve (1997). Computational Linguistics. Cambridge : Cambridge University Press.

9.   Psycholinguistics-I

This course introduces the essentials of the subjects to the students. The course will focus on the nature of relationship between language and brain, normal language processing corresponding to comprehension, production and acquisition.

Suggested Readings

Fernández, Eva M. and Cairns, Helen Smith (Eds.). (2017). The handbook of psycholinguistics. Wiley-Blackwell.
Carrol, David (1994/2007). Psychology of language. California: Brooks/Cole pub.
Obler, Loraine K. and Gjerlow, K. (1999). *Languge and the brain*. Cambridge: Cambridge University Press.

10.   Neurolinguistics-I

The course introduces students to various theories and models of neurolinguistics. It covers neurolinguistic aspects of various components of language such as phonology, morphology, lexical semantics, pragmatics; techniques of investigating Aphasia, Agrammatism, and Dyslexia etc.

Suggested Readings

Ingram, John C.L. Neurolinguistics: *An introduction to spoken language and its disorders*. Cambridge: Cambridge University Press.
Ahlsén, Elisabeth (2006) *Introduction to Neurolinguistics*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Caplan, David (1987). *Neurolinguistics and linguistic aphasiolgy*. Cambridge: Cambridge University Press.

11.   Sign Language-I

This course is designed to familiarise students with the principal areas of enquiry in sign language linguistics and provide them with the descriptive and analytical tools necessary to engage with theoretical and experimental research on sign language systems. Although the main focus of this course is the structural properties of signed languages, students will also gain a basic familiarity with topics such as the history of sign languages, variation in sign language, the acquisition of sign languages and cross-linguistic comparison of sign languages. It introduces students to the study of signed languages with a focus on Indian Sign Language (ISL).

Suggested Readings

Baker, Anne *et al.* (2016). *The Linguistics of Sign Languages: An Introduction*. Amsterdam: John Benjamins.
Bhattacharya, Tanmoy *et al* (Ed.). (2014). *Indian Sign Language(s)*. Delhi: Orient BlackSwan.
Brentari, Diane (Ed.) (2010). *Sign languages*. Cambridge: C.U.P.

12.   Language Change-I

This course is designed to introduce students to the study of language change. The topics include various approaches to the study of language change, language history, synchronic and diachronic approaches to sound change and change in progress. The focus of this course is not on comparative reconstruction but an attempt to introduce developments in specific language(s) over time.

Suggested Readings

Arlotto, Anthony (1981/1972). *Introduction to historical linguistics*. Boston: University Press of America
McMahon, April. (1994). Understanding language change. Cambridge: University Press.

13.   Second Language Learning and Acquisition-I

This course introduces students to the key concepts relating to processes and theories of learning a language in addition to one's native language. The course focuses on second language learning by both adults and children. The topics include Inter language, order in which morphemes are acquired, role of linguistic Input, Monitor and various factors driving second language learning/acquisition in various formal and informal settings.

Suggested Readings:

Saville-Troike, Muriel (2005/2012). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. Online ISBN: 9780511808838 https://doi.org/10.1017/CBO9780511808838

Doughty, Catherine J. and Long Michael H. (Eds.), (2005). *The Handbook of Second Language Acquisition*. Wiley-Blackwell. Available from https://www.ut.edu.sa/documents/182223/5072461/The+Handbook+of+Second+Language+Acquisition.pdf/58ce7d16-3e68-43d0-beb2-11dd8b6e6d73

14. First Language Acquisition-I

This course introduces students to the theories, processes and stages of first language acquisition. It focuses on acquisition of phonological, grammatical, semantic and pragmatic aspects among children. Students learn the techniques of eliciting data and analyzing data.

Suggested Readings

Ingram, David (1989). *First language acquisition: Method, description and explanation.* Cambridge: Cambridge University Press.

Carrol, David (1994/2007). Psychology of language. California: Brooks/Cole pub.

15. Open Course-I

16. Phonetics-II

This course will build upon Phonetics I and will focus on topics in speech production and perception. The course provides advanced knowledge in acoustic properties of various speech sounds and their perceptual salience. Students will work on specific set of sounds from select languages and will learn to test the perceptual salience of specific acoustic cues.

Suggested Readings
These would be compiled mainly from Journals such as JASA, Haskins Laboratory Reports.

17. Phonology-II

This course advances the students' knowledge of phonological phenomena by examining syllable structure in greater detail and studying other phenomena involving, for example, stress, meter, tone and reduplication. The students will also learn about various theories that have been formulated to account for such

phenomena; for example, Feature Geometry, Prosodic Morphology, and Optimality Theory.

Suggested Readings

Gussenhoven, Carlos and Haike Jacobs (1998/2013). *Understanding phonology*. New York: Routledge.

Kennedy, Robert (2017). *Phonology: A coursebook.* Cambridge: Cambridge University Press.

18.   Morphology-II

This course builds on knowledge imparted in Morphology-I and introduces advanced topics like the following: Lexical Morphology, Prosodic Morphology, Incorporation, Lexicon & Morphology, Morphology & Syntax.

Suggested Readings

Anderson, Stephen R. (1992). *A-morphous Morphology*. Cambridge: Cambridge University Press.
Baker, Mark (1988). *Incorporation: A Theory of Grammatical Function Changing*. Chicago: University of Chicago Press.
Borer, Hagit (1998). Morphology and syntax. *The Handbook of Morphology*, eds. Andrew Spencer and Arnold M. Zwicky, 151–90. Oxford: Blackwell.
Levin, Beth and Malka Rapaport Hovav (1998). Morphology and lexical semantics. *The Handbook of Morphology*, eds. Andrew Spencer and Arnold M. Zwicky, 248–71. Oxford: Blackwell.
McCarthy, John and Alan Prince (1995). Prosodic morphology. *The Handbook of Phonological Theory*, ed. John A. Goldsmith, 318–66. Oxford: Blackwell.

19.   Syntax-II

This course is based on the conviction that syntactic variation is not arbitrary and is predictable from a theoretical point of view; it is oriented towards making sense of syntactic variation within the system of grammar. Although several sociolinguistic factors may be responsible for variation, here the focus of investigation will be the syntactic factors responsible for variation. Topics include: (Morpho) syntactic variability: Inter vs Intrapersonal variation; the role of functional categories in the encoding variation; variation at and between linguistic levels: phonology, morphology, syntax; Theoretical models: Combinatorial Variability, Exo-Skeletal model, Micro-and-macro-comparative methods, Doubling and syntactic variation, Language mixing and syntactic variation.

Suggested Readings

Adger, David (2003). *Core Syntax: A Minimalist Approach*. OUP
Chomsky, Noam (1995). *The Minimalist Program*. MIT Press.
Hornstein, N, Nuñes, J. And Grohman, K. (2005). *Understanding Minimalism*. CUP.

Lasnik, Howard and Juan Uriagereka (with Cedric Boeckx) (2005). *A Course in Minimalist Syntax*. Blackwell.

Pollock, Jean-Yeaves (1989). Verb movement, UG and the structure of IP. *LI* 20

20.   Semantics-II

This course is to be taught as a sequel to the core course Semantics-I, since it requires students to complete the core Semantics-I. It introduces students to constraints on theories of meaning from the generative perspective and semantic universals, thereafter moving on to basic concepts in formal semantics such as denotation, intensions and extensions; semantic types and Montagovian-style compositional semantics are introduced. The semantics of tense and aspect are introduced and formalised in the more generalised domain of intensionality. Davidsonian and Neo-Davidsonian event semantics are introduced with reference to examples. The formal semantics of quantification and plurals are explored in technical detail.

Suggested Readings

Kearns, Kate (2011, 2nd ed.). *Semantics*. London and New York: Palgrave-Macmillan.

Heim, Irene, and Angelika Kratzer (1998, paperback 2000). *Semantics in Generative Grammar*. Oxford: Wiley-Blackwell.

Portner, Paul M., and Barbara H. Partee (Eds.). (2002). *Formal Semantics: The Essential Readings*. Oxford: Wiley-Blackwell.

Winter, Yoad (2016). *Elements of Formal Semantics*, especially chapters 1-3 (which are free to download). Edinburgh: Edinburgh University Press.

21.   Sociolinguistics-II

This course builds on Sociolinguistics-I and introduces advanced knowledge in select topics in the area. It will cover topics such as quantitative modeling of language variation; Language change in progress in urban areas, role of social factors such as gender, age, ethnicity in language change; language identity, acquisition of variation. The primary focus is on speech communities of Asia-Pacific.

Suggested Readings:

Labov, William (1994/1999) *Principles of linguistic change. Volume I: Internal factors.* Massachusetts: Wiley-Blackwell.

Labov, William (2001) *Principles of Linguistic Change, Vol. 2: Social Factors*. Massachusetts: Wiley-Blackwell.

Labov, William (2010) *Principles of Linguistic Change, Volume 3: Cognitive and Cultural Factors*. Massachusetts: Wiley-Blackwell.

 Smakman, Dick and Heinrich, Patrick (Eds.), (2015). *Globalizing Sociolinguistics: Challenging and expanding theory*. London and New York: Routledge.

 Journal Articles

22.   Historical Linguistics-II

This course will provide advanced knowledge in the field of diachronic study of language change. The course emphasizes on the agency of speakers in language change. Hence it addresses issues and challenges that have been raised from time to time from language contact, social profile of speakers, transmission and diffusion etc.
It will provide an overview of language change with reference to specific language family/sub-group.

Suggested Readings
 Readings would have to be compiled from journals and appropriate sources keeping in view the languages selected.

23.   Computational Linguistics-II

This course builds on Computational Linguistics-I and introduces advanced topics in computational linguistics. Topics include: inference methods, algorithmic language-processing methods, information extraction, information retrieval, question-answering systems, voice portals, language recognition and speech synthesis, induction, acquisition and formal representation of linguistic resources.

Suggested Readings

Bishop, C.M. (2006). *Pattern recognition and machine learning*. Springer.
Christopher D. Manning and Hinrich Schütze (1999). *Foundations of Statistical Natural Language Processing*. Cambridge, MA: The MIT Press.
Clark, Alex, Fox, Chris and Lappin, Shalom (Eds.). (2010). Blackwell Computational Linguistics and Natural Language Processing Handbook. Wiley-Blackwell.

24.   Second Language Learning and Acquisition-II

This course will provide advanced knowledge in the area with a critical appraisal of various theories and practices in the field. A primary focus is on instructed as well as natural bilingual settings with a focus on Asian and Indian settings.

Suggested Readings: These would be compiled from the leading relevant Journals

25.   First Language Acquisition-II
This course will build upon the introductory course and will bring in specialized topics relating to processes of acquiring of the first language in various settings, acquisition of specific structures and constraints from both empirical and experimental perspectives.

Suggested Readings: To be compiled from various Journals.

26.   Open Course- II

27.   Phonetics- Seminar-I

The course will provide a critical appraisal of various developments in the field with reference o a select set of sounds and phonetic properties.

Suggested Readings
Articles from leading Sociolinguistic Journals

Note. Readings for Seminar courses would be compiled from leading Journals depending on the topics selected by a concerned teacher

28.   Phonology-Seminar-I

These course will focus in greater detail on a particular phonological topic; for example, it could involve a detailed study of the tonal patterns found in the world's languages or a detailed study of various kinds of reduplication. The course may be theory driven.

29.   Morphology-Seminar-I

This seminar will introduce students to an advanced topic of Morphology and train students to analyse data from their own language using the Distributed Morphology model and also introduce them to the idea of Non-lexicalist theories of grammar in general.

30.   Syntax- Seminar-1

This seminar course is specially designed to take students trained in Minimalism to be introduced to the advanced theories on Minimalism, including the following papers by Chomsky: the Minimalist Inquiries, Derivation by Phase, Beyond Explanatory Adequacy, On Phases, Three Factors in Language Design, Approaching UG from Below, Problems of Projections.

31.   Sociolinguistics- Seminar-I
This course will focus exclusively on a specific area such as urbanization and its impact on language/ dialect geography/ language contact/ language and gender/ sociohistorical linguistics with a focus on Asia-Pacific. Reading list will be prepared according to the theme of the Seminar.

32.   Computational Linguistics-Seminar –I

The course takes several topics of current research interest in computational linguistics, and studies them in depth. It emphasizes the interdisciplinary nature of computational linguistics. Some of the topics include, natural language computing, discrete mathematical models of sentence structure, spoken language processing, natural language semantics, and the computational lexicon.

33.   Semantics- Seminar-I

34.   Open Linguistics Seminar-I

35. Phonetics- Seminar-II

This would focus on specific issues in the study of speech sounds and their properties.

36. Phonology-Seminar- II

This course will focus in greater detail on a particular phonological topic; for example, it could involve a detailed study of the tonal patterns found in the world's languages or a detailed study of various kinds of reduplication etc. The course may be theory driven.

37. Morphology-Seminar- II

This course builds on Morphology seminar-I and encourages students to explores issues and challenges at an advanced level in the analysis of word and introduces a range of formal and functional models developed for the description and analysis of complex morphological and syntactic issues.

38. Syntax- Seminar- II

This course is based on the conviction that syntactic variation is not arbitrary and is predictable from a theoretical point of view; it is oriented towards making sense of syntactic variation within the system of grammar. Although several sociolinguistic factors may be responsible for variation, here the focus of investigation will be the syntactic factors responsible for variation. Topics include: (Morpho)syntactic variability: Inter vs Intrapersonal variation; the role of functional categories in the encoding variation; variation at and between linguistic levels: phonology, morphology, syntax; Theoretical models: Combinatorial Variability, Exo-Skeletal model, Micro-and-macro-comparative methods, Doubling and syntactic variation, Language mixing and syntactic variation.

39. Sociolinguistics- Seminar- II

Like Sociolinguistic Seminar I, this course will focus exclusively on a specific area such as urbanization and its impact on language variation and change/ dialect geography/ language contact/ language and gender/ sociohistorical linguistics with a focus on Asia-Pacific. This course underlines the fact that speech communities are highly diverse and vary in terms of their histories and in terms of their social and cultural composition, which impact the relationship among languages. Reading list will be prepared according to the theme of the Seminar.

40. Computational Linguistics-Seminar – II

Computational Linguistics-Seminar - II: This course builds on Computational Linguistics-I and is project based where advanced students are taught progamming in Python, including Variables, numbers, strings, arrays, dictionaries, conditionals, iteration, and the NLTK (Natural Language Toolkit).

41.   Semantics- Seminar- II

42.   Open Linguistics Seminar-II

43.   Introduction to Language and Analysis-1
This course provides a basic-level overview of some of the core branches of linguistics with a view towards giving students an introductory idea about the domain of language in general, as contrasted with learning specific languages. Topics to be covered include, but are not restricted to: Language as a human faculty and its differences from animal systems of communication, language in relation to communication theory, language as a system of signs, signifier and signified, syntagmatic and paradigmatic relations, langue and parole, synchrony and diachrony in the study of language. Basic notions of *phrase*, *clause*, and *sentence*. Identification of syntactic constituents (basic notion). Tense, aspect, mood, cases and thematic roles (basic notions). Introduction to language in the social domain, preliminary notions of language change and language contact.

Suggested Readings:

Akmajian, Adrian, Richard A. Demers, Anne K. Farmer, and Robert M. Harnish
      (2009, 5th ed.). *Linguistics: An Introduction to Language and
      Communication*. New Delhi: PHI Learning.

Pinker, Steven (1994/2007). *The Language Instinct: How the Mind Creates
      Language*. New York: Harper Perennial Modern Classics.

44. Any course offered during 2nd and 4th semesters

MASTER OF ARTS IN LINGUISTICS

Semester	Core Courses			Elective Courses			Open Elective Courses			Total Credits
	No. of Papers	Credits (L+T/P)	Total Credits	No. of Papers	Credits (L+T/P)	Total Credits	No. of Papers	Credits (L+T/P)	Total Credits	
I	4 (First 4 Courses from Comp. Courses Group (A))	5	20	-	-	-	-	-	-	**20**
II	1 (Last course from Comp. Courses Group (A)) + 3 courses from Compulsory courses Group (B)	5	20	-	-	-	-	-	-	**20**
III	1 (Workshops/Presentations (vide note on Page 1))	1	1	3 (At lease one course each from Group (C-1) and (C-2)	5	15	1	4	4	**20**
IV	1 (Workshops/Presentations (vide note on Page 1))	1	1	3 (Any three courses from Group (D))	5	15	1	4	4	**20**
				Total						**80**

Semester-I

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	L-1	Phonetics-I	5	5	Core
2	L-2	Phonology-I	5	5	Core
3	L-3	Morphology-I	5	5	Core
4	L-4	Syntax-I	5	5	Core
		Total		**20**	

Semester-II

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1	L-5	Sociolinguistics-I	5	5	Core
2	**Any three from Group (B)** L-6 Semantics-I L-7 Historical Linguistics-I L-8 Computational Linguistics-I		5	5	Core
3	L-9 Psycholinguistics-I L-10 Neurolinguistics-I L-11 Sign Language-I		5	5	Core
4	L-12 Language Change-I L-13 Second Language Learning and Acquisition-I L-14 First Language Acquisition-I L-15 Open Course-I		5	5	Core
		Total		**20**	

Semester-III

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1		Workshop/Presentations (vide note on Page 1)	1	1	Core
2-4		**Any three from the following at least one course each from (C-I) and (C-II)** **Group (C-I)** 27. Phonetics-II 28. Phonology-II 29. Morphology-II 30. Syntax-II 31. Semantics-II **Group (C-II)** 32. Sociolinguistics-II 33. Historical Linguistics-II 34. Computational Linguistics-II 35. Second Language Learning and Acquisition-II 36. First Language Acquisition-II 37. Open Course- II	3x5	3x5	Elective
5		Open Elective Course-I	4	4	Open Elective
		Total		**20**	

Semester-IV

S.No.	Code	Title of the Course	Credit Hrs/Week	No. of Credits	Core/Elective/Open Elective
1		Workshop/Presentations (vide note on Page 1)	1	1	Core
2-4		**Any three from the following Group (D)** 43. Phonetics- Seminar-I 44. Phonology-Seminar-I 45. Morphology-Seminar-I 46. Syntax- Seminar-1 47. Sociolinguistics- Seminar-I 48. Computational Linguistics-Seminar -I 49. Semantics- Seminar-I 50. Open Linguistics Seminar-I 51. Phonetics- Seminar-II 52. Phonology-Seminar- II 53. Morphology-Seminar- II 54. Syntax- Seminar- II 55. Sociolinguistics- Seminar- II 56. Computational Linguistics-Seminar - II 57. Semantics- Seminar- II 58. Open Linguistics Seminar-II	3x5	3x5	Elective
5		Open Elective Course-II	4	4	Open Elective
		Total		**20**	