

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 1ST)

SUBJECT: LINGUISTICS

COURSE TYPE: MAJOR / MINOR

LNG122J: INTRODUCTION TO LINGUISTICS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the features of human and animal communication.
- To make the students aware about basics of core linguistics.

COURSE OUTCOMES:

After the completion of the course, the students shall be able to

- Identify and correctly pronounce various English speech sounds.
- Comprehend different word building processes.
- Talk about different parts of speech.
- Construct different sentence types.

Unit I

Human and Animal Communication

Design Features of Human Language

Unit II

Phonetics: Definition and Scope

English Speech Sounds: Consonants and Vowels (Basic Concepts)

Unit III

Morphology: Definition and Scope

Word: Simple, Complex and Compound

English Word Building Processes

Unit IV

Syntax: Definition and Scope

Parts of Speech with special reference to English

Sentence: Simple, Complex and Compound

Practical / Tutorial (2 Credits)

Unit V

Articulation of English Consonants

Articulation of English Vowels

Unit VI

Identification of Parts of Speech

Discuss various English Word Building Processes

Suggested Readings:

Yule, George. *The Study of Language*. Cambridge University Press, 2020.

Robins, Robert Henry. *General Linguistics*. Routledge, 2014.

Lyons, John. *Language and Linguistics*. Cambridge University Press. 1981.

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 2ND)

SUBJECT: LINGUISTICS

COURSE TYPE: MAJOR / MINOR

LNG222J: ENGLISH COMMUNICATION SKILLS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand various communication skills.
- To understand the essentials of an effective communication.

COURSE OUTCOMES:

After the completion of the course, the student shall be able to

- Utilize proper verbal and non-verbal cues in a communication process.
- Effectively communicate using various language skills.

Unit I

Communication: Nature and Scope

Verbal and Non-Verbal Communication

Essentials of Effective Communication: 7C's and 4S's

Unit II

Speaking Skills: Essentials of Good Speech

Formal vs. Informal Speech

Talk, Interview, Group Discussion and Debate

Unit III

Writing Skills: Essentials of Writing

Writing Letters, E-mails, Paragraphs

Unit IV

Reading: Introduction

Types of Reading: Intensive vs. Extensive Reading, Skimming vs. Scanning

Listening and its Types

Practical / Tutorial (2 Credits)

Unit V

Making of and Listening to Podcasts and Answering Questions

Listening to Talk Shows, Ted Talks and Debates

Unit VI

Newspaper Reading

Suggested Readings:

Clark, Roy Peter. *Writing Tools*. Hachette Book Group: New York. 2008.

Sen, Leena. *Communication Skills*. PHI Learning Pvt. Ltd. 2007.

Hargie, Owen. *The Handbook of Communication Skills*. London: Croom Helm. 1986.

McKay, Matthew; Martha Davis, & Patric Fanning. *Messages: The Communication Skills Book*.

New Harbinger Publications. 2009.

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 3RD)

SUBJECT: LINGUISTICS

COURSE TYPE: MAJOR / MINOR

LNG322J: FOUNDATIONS OF LINGUISTICS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the concepts of design features and functions of human Language.
- To give an idea about how the knowledge of Linguistics can be applied in other domains.
- To make the students aware about the works by some of the prominent figures in Linguistics.

COURSE OUTCOMES:

After the completion of the course, the students shall be able to

- Distinguish between human and animal communication.
- Talk about the landmark developments in the study of language.

UNIT I

What is Language?

Why Study Language?

Characteristics of Human Language

Human and Animal Communication

UNIT II

Scientific Basis of Linguistics

Scope of Linguistics

Branches of Linguistics: Theoretical and Applied

Linguistics and other branches of Knowledge

- Linguistics and Anthropology
- Linguistics and Forensics
- Linguistics and Psychology
- Linguistics and Literature
- Etc.

UNIT III

Signifier and Signified

The Langue / Parole Distinction

Syntagmatic and Paradigmatic Relationships

Diachronic and Synchronic Approaches

UNIT IV

Contribution by Some Prominent Linguists:

Ferdinand de Saussure: Structuralism

Edward Sapir: Linguistic Relativity

Leonard Bloomfield: American Structuralism (ICA)

Noam Chomsky: Mentalism, Competence and Performance

Practical / Tutorials (2 Credits)

UNIT V

Discussion on human and animal communication.

Discussion on interdisciplinary nature of Linguistics.

UNIT VI

Discussion on various approaches to the study of Language.

Suggested Readings:

Lyons, J. *Language and Linguistics*. Cambridge, Cambridge University Press, 2009.

Yule, G. *Study of Language*. Cambridge University Press, 1985.

Saussure, F. *A Course in General Linguistics*. Cambridge, Cambridge University Press, 1916.

Bloomfield, Leonard. *Language*, 2nd revised edition. New York: Henry Holt and Co, 1933.

Aitchison, J. 1977. *Linguistics*. London: Teach Yourself Books.

Akmajian, A. et al. *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall of India Learning Pvt. Ltd., 2012.

Fromkin, V. A. *Linguistics: An Introduction to Linguistic Theory*. Oxford: Blackwell Publishers Ltd., 2000.

Robins, R. H. *General Linguistics: An Introductory Survey*. Bloomington: Indiana University Press, 1965.

Fromkin, V. A. and Rodman, R. *An Introduction to Language*. New York: Holt Rinehart and Winston, 1978.

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

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 4TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT3 - MAJOR / MINOR)

LNG422J3: LANGUAGE AND SOCIETY

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- Understand the relationship between language and society.
- Know about variations in language and the constraints that cause the variability in language.
- Understand the phenomenon of language contact.

COURSE OUTCOMES:

After successfully completing the course students shall be able to:

- Understand the symbiotic relationship between language and society.
- Become aware of different languages varieties.
- Comprehend the phenomenon of language contact and its outcomes.

UNIT I

Language as a social phenomenon

Competence, Performance and Communicative Competence

Variation in Language: Social and Geographical

UNIT II

Language, Dialect, Sociolect, Genderlect, Idiolect

Isogloss, Register, Jargon, Slang

Diglossia, Pidgin, Creole

UNIT III

Language Contact

Bilingualism/Multilingualism

Code Mixing and Code Switching

UNIT IV

Language Maintenance, Language Shift, Language Endangerment and Language Death
Language Planning

Practical / Tutorials (2 Credits)

UNIT V

Discussing the language variations among the Kashmiri speech community.

UNIT VI

Students can go on field trips for investigating language variations across socio-economic groups.

Suggested Readings:

Coulmas, F. 1998. *The Handbook of Sociolinguistics*. Oxford: Blackwell.

Chambers, J. K, Trudgill, P. and Schilling-Estes, N (eds).2002. *The Handbook of Language Variation and Change*. Oxford: Blackwell Publishers.

Holmes, J. (2013). *Introduction to Sociolinguistics* (4 thed.) New York: Routledge.

Labov, W. 1963. The social motivation of a sound change. *Word* 19:273-309.

Labov, W. 1994. *Principles of Linguistic Change: Internal Factors*. Vol. I: Internal Factors
Oxford: Blackwell.

Labov, William. 2001. *Principles of Linguistic Change: Social Factors*. Vol. II: Social
Factors. Oxford: Blackwell.

Laskar, Nazrin B.2012. *Study of Variation and Change in a Bilingual Context: The case of Bishnupriya*” . PhD. Thesis . University of Delhi.

Milroy, L. 1980. *Language and Social Networks*. Oxford: Blackwell.

Kouwenberg, S. and Singler, J. V. (eds.) (2008). *The Handbook of Pidgin and Creole Studies*.
Oxford: Wiley-Blackwell.

Weinreich, U. 1968. *Languages in Contact: Findings and Problems*. The Hague, Paris:
Mouton.

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 4TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG422J1: PHONETICS AND PHONOLOGY

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the basic concepts of the functioning of speech sounds.
- To know various branches of Phonetics.
- To introduce the basics of suprasegmental phonology.

COURSE OUTCOMES: After successfully completing the course, students shall be able to:

- Explain the differences between Phonetics and Phonology
- Comprehend the basic concepts in Phonology
- Analyze the structure of syllable in English

UNIT I

Phonetics: Definition and Scope

Airstream Mechanism and its Types

UNIT II

Phonetics vs Phonology

Basic Concepts in Phonology: Phoneme, Phone, Allophone, Minimal Pairs

Phonemic Inventory

UNIT III

Branches of Phonetics

- Articulatory Phonetics
- Acoustic Phonetics
- Auditory Phonetics
- Instrumental Phonetics

UNIT IV

Suprasegmental Phonology: Syllable, Stress (word and sentence)

Tone and Intonation

PRACTICAL/TUTORIALS

UNIT V

Analyzing syllable structure of English

UNIT VI

Practice on tone and intonation in English

Suggested Readings:

Clark, J. *Introduction to Phonetics and Phonology*. Basil Blackwell, 1990.

Fromkin, V. *Linguistics: An Introduction to Linguistics*. Cambridge: Blackwell, 2000.

Goldsmith, J. *Phonological Theory: Essential Readings*. Cambridge: Blackwell, 1999.

Goldsmith, J. *The Handbook of Phonological Theory*. Cambridge: Blackwell, 1996.

Spencer, Andrew. *Phonology: Theory and Description*. Vol. 9. Wiley-Blackwell, 1995.

Jacques, Durand. *Generative and Non-Linear Phonology*. Routledge, 2014.

Hayes, Bruce. *Introductory Phonology*. Vol. 32. John Wiley & Sons, 2011.

Shockey, Linda. *Sound patterns of Spoken English*. John Wiley & Sons, 2008.

Davenport, Mike, and Stephen J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2013.

Goldsmith, John A., Jason Riggle, and C. L. Alan, eds. *The Handbook of Phonological Theory*. Cambridge, MA: Blackwell, 1995.

UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 4TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT1 - MAJOR/MINOR)

LNG422J1: SOUNDS OF SPEECH

CREDITS: (THEORY: 3, TUTORIALS: 1)

COURSE OBJECTIVES:

- To explain the role of organs of speech in the articulation of speech sounds.
- To introduce the aspects of the study of speech sounds

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- describe the physiology of speech.
- identify the place and manner of articulation of consonants
- Identify and correct specific pronunciation problems

UNIT I

Concept of Speech Sounds (phonetics)

Branches of Phonetics: Articulatory, Acoustic and Auditory

Organs of Speech: Active and Passive Articulators

UNIT II

Place of Articulation: Bilabial, Labio-dental, Dental, Alveolar, Palatal, Velar, Glottal, etc.

Manner of Articulation: Plosives, Fricatives, Affricates, Nasals, Laterals, Approximants, etc.

Vocal Cords and Voicing

UNIT III

Vowels: Monophthongs and Diphthongs

Monophthongs: Front, Central, Back, High, Mid, Low; Round and Spread

Diphthongs: Centering and Closing

PRACTICAL WORK/TUTORIALS

UNIT IV

Practicing Consonants of English

Practicing Vowels: Monophthongs and Diphthongs

Suggested Readings:

O'Conner, J.D. *Phonetics*. Penguin, 1973.

O'Conner, J.D. *Better English Pronunciation*. Cambridge University Press, 1967.

Roach, P. *English Phonetics and Phonology*. Cambridge University Press, 1983.

Abercrombie, David. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press, 1967.

Laver, John,. *Principles of Phonetics*. Cambridge University Press, 1994.

Davenport, Mike, and Stephen J. Hannahs. *Introducing Phonetics and Phonology*. Routledge, 2013.

Yallop, Colin, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. Blackwell, 2007.

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



Department of Linguistics
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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 5TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT1 - MAJOR/MINOR)

LNG522J1: BASICS OF GRAMMAR

CREDITS: (THEORY: 3, TUTORIALS: 1)

COURSE OBJECTIVES:

- To introduce students to the basic concepts of grammatical categories.
- To introduce students to tree diagrams.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Understand and apply the basic concepts of grammar.
- Draw tree diagrams of simple, complex and compound sentences

UNIT I

- Grammatical Categories: Noun, Verb, Adjective, Adverb, Adposition, etc
- Person: 1st, 2nd, 3rd
- Number: Singular, Plural, Dual
- Gender: Masculine, Feminine, Neuter
- Case: Nominative, Accusative, Dative, Ergative, Ablative, Locative, etc

UNIT II

- Tense: Present, Past, Future
- Aspect: Progressive, Perfective, Passive
- Mood including modals, Agreement

UNIT III

- Types of Sentences: Simple, Complex and Compound
- Diagrammatic representations of Simple Sentences
- Diagrammatic representations of sentences of Complex and Compound structures.

PRACTICAL WORK / TUTORIALS

UNIT IV

- Applying the concepts of number, gender and case to the languages known to the students
- Practicing the tree diagrams

Suggested Readings:

Radford, A. *English Syntax: An Introduction*. Cambridge University Press, 2017.

Tallerman, M. *Understanding Syntax*. (2nd ed.), Hodder Education, 2005.

Talasiewicz, M. *Philosophy of Syntax: Foundational Topics*. Springer, 2012.

Carnie, A. *Modern Syntax*. Cambridge University Press, 2011.

Freidin, R. 1992. *Foundations of Generative Syntax*. Cambridge, Mass, MIT Press.

Fabb, N. 1994. *Sentence Structure*. London, Routledge.

Jacobs, A.R. and Rosenbaum, S.P. (1968). *English Transformational Grammar*. New Delhi, Wiley Eastern Ltd.

Haegeman, L. 1991. (rev. Ed.). *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Haegeman, L. 2009. *Theory and Description in Generative Syntax*. Cambridge: Cambridge University Press.

Radford Andrew. 1981. *Transformational Syntax*. Cambridge: Cambridge University Press.

_____.1988. *Transformational Grammar*. Cambridge: Cambridge University Press.

Radford Andrew, 1997. *Syntax. A minimal introduction*. Cambridge. Cambridge University Press.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 5TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG522J2: MORPHOLOGY AND SYNTAX

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the basic concepts of morphology.
- To discuss the inflectional and derivational morphology
- To discuss the basic concepts of syntax.
- To discuss transformations and its various types.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Understand and apply the basic concepts of morphology.
- Understand and apply the types of transformations in English and other languages.

UNIT I

- The Concept of Morpheme, Morph and Allomorph
- Types of Morphemes: Free, Bound, Empty, Zero, etc
- The Concept of Root, Stem and Base
- Phonologically and Lexically Conditioned Allomorphs

UNIT II

- Concept of Word, Word Form and Lexeme
- Inflectional Morphology
- Derivational Morphology
- Affixes and their Types

UNIT III

- Grammatical Categories: Parts of Speech, Tenses, Modals, Auxiliares
- Understanding Phrases and Clauses
- Sentences : Syntactic (Simple, Complex, Compound) and Semantic Types (Declarative, Imperative, Interrogative, Exclamative)

UNIT IV

- Basic Tree Diagrams and Universal Grammar
- Standard Theory
- Transformations : Addition, Deletion, Substitution and Movement

PRACTICAL WORK / TUTORIALS**UNIT V**

- Types of Morphemes: Applying the concept to Kashmiri, Urdu and English

UNIT VI

- Working on various transformations in English

Suggested Readings:

- Abbi, Anvita. *A Manual of Linguistic Field Work and Structures of Indian Languages*. Munich: Booi, Geert. *The Grammar of Words: An Introduction to Linguistic Morphology*. 2nd ed. Oxford University Press, 2007
- Carstairs-McCarthy, A. *Current Morphology*. Routledge, 1992.
- Katamba, F. and J.T. Stonham. *Morphology*. Palgrave Macmillan, 2006.
- Matthews, P. *Morphology*. 2nd edition. Cambridge University Press, 1991.
- Spencer, A. *Morphological Theory*. Blackwell, 1991.
- Haspelmath, M. *Understanding Morphology*. (2nd ed.) Hodder Education, 2010.
- Radford, A. *English Syntax: An Introduction*. Cambridge University Press, 2017.
- Tallerman, M. *Understanding Syntax*. (2nd ed.), Hodder Education, 2005.
- Talasiewicz, M. *Philosophy of Syntax: Foundational Topics*. Springer, 2012.
- Carnie, A. *Modern Syntax*. Cambridge University Press, 2011.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 5TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT3 - MAJOR/MINOR)

LNG522J3: TRANSLATION STUDIES

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To introduce students to the basic concepts of translation.
- To impart the knowledge of translation in different contexts.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Understand the basic concepts of translation.
- Understand the concept of untranslatability and its basis.
- Have an idea of text-types and the nuances in their translation

UNIT I

- Defining Translation
- Basic Concepts in Translation: Source Language and Target Language
- Linguistics and Translation
- Process of Translation,

UNIT II

- Different Types of Translation:
 - Intralingual and Interlingual,
 - Full and Partial
 - Total and Restricted
 - Rank Bound and Unbounded Translation

UNIT III

- Issues in Translation
 - Equivalence
 - Loss and Gain
 - False Friends
 - Translation Shifts
 - Untranslatability: A Brief Introduction

Unit IV

- Kinds of Texts and their Translation:
 - Translation of Technical Texts
 - Translation of Literary Texts
- Translation vs Transcreation

PRACTICAL WORK / TUTORIALS**UNIT V**

- Translation of Newspaper Headlines and News Items from English and Urdu to Kashmiri and vice versa

UNIT VI

- Translation of Literary Texts from Kashmiri/Urdu/Hindi to English and vice versa.

Suggested Readings:

Bell, R.T. and Christopher, N.C. *Translation and Translating: Theory and Practice*. Oxford Clarendon, 1989.

Catford, J.C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press, 1965.

Gideon, T. *Translation Across Cultures*. New Delhi, Bahri Publications, 1987.

Nida, E. *The Theory and Practice of Translation*. The United Bible Society, 1982.

Nida, E. *Towards a Science of Translation*. Netherlands: Leiden and E. J. Brill, 1964.

Newmark, P. *A Textbook of Translation*. Prentice Hall, 1988.

Ray, M.K. *Studies in Translation*. Atlantic Publisher and Distributors, 2002.

Tejawini, N. *Sitting Translation*. California, University of California Press, 1992.

Atkins, B. T. Sue, and Michael Rundell. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press, 2008.

Durkin, Philip. *The Oxford Handbook of Lexicography*. Oxford: Oxford University Press, 2016.

Fuertes-Olivera, Pedro A. *The Routledge Handbook of Lexicography*. Abingdon, UK, and New York: Routledge, 2018.

Svensén, Bo. *A Handbook of Lexicography: The Theory and Practice of Dictionary-Making*. Cambridge: Cambridge University Press. 2009.

Zgusta, Ladislav. *Manual of Lexicography*. *Janua Linguarum Series Maior 39*. Berlin: de Gruyter Mouton, 2010.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2013.

Boase-Beier, Jean. *A Critical Introduction to Translation Studies*. Bloomsbury Publishing, 2011.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 6TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT1 - MAJOR/MINOR)

LNG622J1: LANGUAGE AND MEANING

CREDITS: (THEORY: 3, TUTORIALS: 1)

COURSE OBJECTIVES:

- To understand the basic concept of meaning.
- To understand the relationship between language and meaning.
- To comprehend manifestation of various meaning types in language.
- To understand the meaning as it is manipulated in the language of literature.

COURSE OUTCOMES: After successfully completing the course; the students shall be able to:

- Understand meaning and its manifestation within the language.
- Understand different kinds of meaning operative in language.
- Understand the concept of meaning in relation to the context.
- Understand the meaning as used in literary texts.

UNIT I

- Meaning in Language
- Units of Meaning
- Meaning at Word level
- Meaning at the level of Phrases, Clauses and Sentences

UNIT II

- Meaning of Meaning:
 - Meaning as Denotation/Reference
 - Meaning as Connotation
 - Meaning as Mental Representation
 - Meaning as Use

UNIT III

- Componential Analysis
- Semantic Oppositions: Polar, Binary, Gradient, Taxonomic, etc
- Meaning Change: Broadening, Narrowing, Amelioration, Pejoration

PRACTICAL WORK / TUTORIALS

UNIT IV

Discussing types of meaning change (such as narrowing, widening, amelioration, pejoration) in Kashmiri (or Urdu) and English. Making a list of words in each category.

Suggested Readings:

Blakemore, D. *Understanding Utterances*. Blackwell, 1992.

Crystal, D. 1970. "New Perspectives for Language Study.1: Stylistics". *English Language Teaching* 24.2; 99-106.

Jeffries, Leslie, and Daniel McIntyre. 2010. *Stylistics*. Cambridge University Press.

Leech, G. 1974. *Semantics*. Cambridge: Cambridge University Press.

Lyons, J. 1968. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.

Lyons, J. 1995. *Linguistic Semantics*. Cambridge: Cambridge University Press.

Oniani, T. 2021. "Meaning from the Stylistic Point of View". *World Bulletin of Social Sciences*, 3.10; 20-23.

Palmer, F. R. 1981. *Semantics*. Cambridge: Cambridge University Press.

Portner, P. *What is Meaning?* Blackwell, 2005.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 6TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG622J2: SEMANTICS AND PRAGMATICS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the key concepts in Semantics.
- To understand the importance of Semantics in Linguistics
- To comprehend the relationship between meaning and the context in language.

COURSE OUTCOMES:

After completing the course, students shall be able to

- Understand the key concepts in semantics.
- Understand the importance of semantics in studying language.
- Understand the importance of context in deriving meaning in language.

UNIT I

- Semantics: Nature and Scope
- Semantics as a branch of Linguistics
- Semantics and Pragmatics

UNIT II

- Types of Meaning
- Semantic Network and Semantic Field
- Lexical Sense relations: Synonymy, Antonymy, Hyponymy, Polysemy, Meronymy, etc

UNIT III

- Language use in context
- Speech Act Theory
 - Austin
 - Searle

UNIT IV

- Conversational Implicature
- Deixis
 - Personal Deixis
 - Spatial Deixis
 - Temporal Deixis
- Entailment
- Presupposition

PRACTICAL WORK / TUTORIALS**UNIT V**

- Identification of various semantic networks in English, Urdu and Kashmiri
- Identification of various semantic Fields in English, Urdu and Kashmiri

UNIT VI

- Identification and listing of various sense relations in English, Urdu and Kashmiri.
- Identification and listing of various speech acts and conversational implicatures in English, Urdu and Kashmiri across different contexts

Suggested Readings

- Aitchison, J. *Words in the Mind: An Introduction to the Mental Lexicon*. Wiley-Blackwell, 2012.
- Bach, E. *Informal Lectures on Formal Semantics*. State University of New York Press, 1989.
- Cann, R. *Formal Semantics*. Cambridge University Press, 1993.
- Cruse, D.A. *Lexical Semantics*. Cambridge University Press, 1986.
- Cruse, D.A. *Meaning in Language. An Introduction to Semantics and Pragmatics*. Oxford University Press, 2011.
- Elbourne, P. *Meaning: A Slim Guide to Semantics*. Oxford University Press, 2011.
- Kearns, K. *Semantics*. Palgrave Macmillan, 2011.
- Lappin, S. (ed). *The Handbook of Contemporary Semantic Theory*. Blackwell, 1997.
- Leech, G. *Semantics: The Study of Meaning*. Penguin books, 1981.
- Lyons, J. *Semantics Vol I and II*. Cambridge: Cambridge University Press, 1990.
- Lyons, J. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press, 1995.
- Saeed, J. *Semantics*. Wiley-Blackwell, 2015.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 6TH)

SUBJECT: LINGUISTICS

COURSE TYPE: CT3 – MAJOR / MINOR)

LNG622J3: LANGUAGE: BRAIN & MIND

CREDITS: (THEORY: 4, TUTORIAL: 2)

COURSE OBJECTIVES:

- To understand the evolution of language in human brain.
- To understand language acquisition and learning.
- To understand aspects of language disorders.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Develop an understanding of the relationship between language and human brain.
- Know about the various learning theories of L1 & L2.
- Become aware of various language disorders.

UNIT I

- Biological basis of Human Language
- Innateness Theory and I-Language
- Critical Period Hypothesis

UNIT II

- Acquisition & Learning
- Acquisition of First Language
- Learning of Second Language
- Krashen's Monitor Model

UNIT III

- Language Disorders
 - Aphasia and its Types
 - Dyslexia and its Types

UNIT IV

Piaget's Theory of Cognitive Development
 Interactionist Model of Bruner
 Lateralization & Handedness

PRACTICAL WORK / TUTORIALS**UNIT V**

Discussion on experimental studies of teaching language to Primates

UNIT VI

Discussing various stages of Language Development

Suggested Readings:

Aitkinson, M.1982. Explanation in the Study of Language Acquisition. Cambridge: Cambridge University Press.

Baron. R. A.2005 (fifth edition). Psychology. Delhi: Pearson Education.

DeVito, J.A. 1970. The Psychology of Speech of Language. An Introduction to Psycholinguistics. New York: Random House.

Reed, V. A. (2018). An Introduction to Children with Language Disorders. Pearson New York.

Taylor, I. 1976. Introduction to Psycholinguistics. New York: Holt, Rinehart and Winston.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 7TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT1 - MAJOR/MINOR)

LNG722J1: ENGLISH FOR COMMUNICATION

CREDITS: (THEORY: 3, TUTORIALS: 1)

COURSE OBJECTIVES:

- Understand the use of tenses
- Understand how to refer to people, things and events; and narrate experiences.
- Understand the norms of usage of English in different situations.

COURSE OUTCOMES: After successfully completing the course, students shall be able to:

- Use English in different situation for making and denying requests, asking questions, making statements etc.
 - Use tenses properly in different conversations.
 - Use English in written communications.

UNIT I

- Planning, Preparing and Delivering a Talk
- Presentations and Public Speaking
- Monologue, Dialogue and Group Discussions
- Interviews and Telephonic Conversations

UNIT II

- Understanding Spoken Speech
- Understanding Tone and Intention in Spoken Language
- Listening to understand Information and responding to questions asked

UNIT III

- Documenting
- Report Writing
- Making notes
- Letter Writing

PRACTICAL WORK / TUTORIALS

UNIT IV

- Delivering a Talk
- Holding Mock Interviews

Suggested Readings:

Brown, P., & Levinson, S. (2019). Politeness: Some Universals in Language Usage (2nd ed.). Cambridge University Press.

Buhler, K. (2019). Theory of Language: The Representational Function of Language. Routledge.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2021). Teaching Pronunciation: A Course Book and Reference Guide (3rd ed.). Cambridge University Press.

Crystal, D. (2020). The Cambridge Encyclopedia of the English Language (3rd ed.). Cambridge University Press.

Halliday, M. A. K. (2018). An Introduction to Functional Grammar (4th ed.). Routledge.

Holmes, J. (2018). An Introduction to Sociolinguistics (5th ed.). Routledge.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (2020). A Comprehensive Grammar of the English Language. Routledge.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (2020). A Comprehensive Grammar of the English Language. Routledge.

Dated: 15-11-2023



Department of Linguistics
UNIVERSITY OF KASHMIR SRINAGAR



UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 7TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG722J2: FUNCTIONAL ENGLISH

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To understand the functional dimension of human language.
- To understand English phonology by familiarizing students through practice of English phonemes.
- To enhance the learners' ability of communicating accurately and fluently.

COURSE OUTCOMES: After completing the course, the students shall be able to:

- Understand the relationship between form and function in language.
- Understand basic English phonology to achieve accuracy in the oral production of English sounds
- Communicate fluently and accurately in English

UNIT I

- Concept of form and function in Language
- Functional Perspectives on Language
- Bühler's Approach to Language

UNIT II

- Describing people, places, things and events
- Referring to past, present and future time
- Narrating experiences

UNIT III

- Making statements, questions, orders and suggestions
- Making and Denying Requests
- Expressing interest, agreement, disagreement, possibility and obligation

UNIT IV

- Basic Notions and Functions in English
- Expressing Modality, Transitivity, Temporality in English

PRACTICAL WORK / TUTORIALS

UNIT V

- Describing people of repute in different walks of life
- Describing important places you have visited

UNIT VI

- Practice of linguistic structures that involves description of various types of events in a variety of contexts in English

Suggested Readings:

Abercrombie, D. *Elements of General Phonetics*. Edinburgh University Press, 1967.
Hewings, Martin. *Advanced English Grammar*. Cambridge: Cambridge University Press, 1999.
Laver, J. *Principles of Phonetics*. Cambridge: Cambridge: Cambridge University Press, 1994.
Roach, P. *English Phonetics and Phonology*. Cambridge: Cambridge University Press, 1983.
Leech and Svartik. *A Communicative Grammar of English*. Pearson: India, 2013.
O'Conner, J.D. *Phonetics*. Penguin, 1973 .
O'Conner, J.D. *Better English Pronunciation*. Cambridge University Press, 1967.
Quirk Randolph. *The Use of English*. London: Longman, 1962.
Mukiri, Sujatha. *Enrich Your Communication in English*. Hyderabad: Lorven Publications, 2002.

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Department of Linguistics
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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 7TH)

SUBJECT: LINGUISTICS

COURSE TYPE: CT3 – MAJOR / MINOR)

LNG722J3: STRUCTURES OF LANGUAGES

CREDITS: (THEORY: 4, TUTORIAL: 2)

COURSE OBJECTIVES:

It provides an introduction to the concepts and methods of linguistic typology, or the cross-linguistic study of languages without regard to their relationships to history or geography. It looks at how different languages differ and are similar in terms of their structural qualities. It offers justifications for the trends in the distribution of these differences and resemblances that have been observed. Students will learn about the structural type of languages with regard to morpho-syntax and phonology in this course. This introduction will require a thorough understanding of language structure in general.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Know language typology and universals and parametric variation.
- Discuss Typological and Genealogical classifications of languages.
- Understand the concepts of phonological, morphological types of language.

UNIT I

- Language Typology: Definition and Scope
- Language Classification
 - Genetic
 - Ariel
 - Typological

UNIT II

- Concept of Language Universals: Chomsky and Greenberg
- Types of Universals:
 - Formal
 - Substantive
 - Statistical

UNIT III

- Morphological Types of Languages
 - Isolating
 - Agglutinative
 - Fusional
- Word Order Typology

UNIT IV

- India as a Linguistic Area:
 - Retroflexion
 - Aspiration
 - Reduplication
 - Echo-formation

PRACTICAL WORK / TUTORIALS:**UNIT V**

- The students will illustrate the benefits of applying insights from language typology in order afford better understanding of both theoretical and practical implications of language contrasts. The students will have to illustrate different phonological, morphological, syntactical types with the help of local language.

UNIT VI

- The students will have to illustrate the how India is considered as linguistic area with suitable descriptions from South Asian languages.

Suggested Readings:

- Bazell, E. 1958. Linguistic Typology. London: School of Oriental and African Studies.*
- Comrie, B. 1981. Language Universal and Linguistic Typology. Oxford: Basil Blackwell.*
- Croft, W. 1990. Typology and Universals. Cambridge: Cambridge University Press.*
- Croft, W. 1990. Typology and Universals. Cambridge, Cambridge University Press.*
- Shopen, T. 1985. Language Typology and Syntactic Description. Cambridge, Cambridge University Press.*
- Mukherjee, A. 1989. Language Variation and Change. Hyderabad, Osmania University.*
- Masica, C. 1976. Defining a Linguistic Area: South Asia. Chicago, University of Chicago Press.*
- Malinson, G. and Blake, B.J. 1981. Language Typology: Cross Linguistic Studies in Syntax. Amsterdam, North Holland.*
- Shibatani, M. and Bynon, T. (eds). 1995. Approaches to Language Typology. Oxford, Clarendon.*
- Song, J.J. 2001. Linguistic Typology, Morphology and Syntax. England, Longman.*
- Greenberg, J.H. 1966. Universal of Language . Cambridge, Mass: The MIT Press.*

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 8TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT1 - MAJOR/MINOR)

LNG822J1: ENGLISH LANGUAGE TEACHING

CREDITS: (THEORY: 3, TUTORIALS: 1)

COURSE OBJECTIVES:

- To know the history of English Language Teaching in India
- To understand various methods of English Language Teaching
- To understand various syllabus designs and their significance

COURSE OUTCOMES: After successfully completing the course, students shall be able to:

- Have a critical view on English Studies in India
- Understand the pros and cons of different language teaching methods
- Discuss syllabus designs and their significance in language teaching

UNIT I:

- Charter Act of 1813,
- Three Language Formula
- Position of English in India and the World

UNIT II:

- Principles of Language Teaching
- Methods of Language Teaching
 - Grammar Translation Methods
 - Direct Method
 - Situational Language Teaching
 - CLT

UNIT III

- Syllabus: Definition and its contrast with Curriculum
- Components of Language Curriculum
- Types of Syllabi: Grammatical, Notional, Communicative

PRACTICAL WORK / TUTORIALS

UNIT IV

- Critical Analysis of the Language Syllabi at Undergraduate Level

Suggested Readings:

- Johnson, R.K. *The Second Language Curriculum*. Cambridge University Press, 1989.
- Nunan, D. *The Learner Centered Curriculum*. Cambridge University Press, 1988.
- Gass, S.M. and Schachter, J. *Linguistic Perspectives on Second Language Acquisition*. Cambridge University Press, 1989.
- O'Malley, M. J. and Chantot, A. *Learning Strategies in Second Language Acquisition*. Cambridge University Press, 1990.
- Brown, G., et al. *Performance and Competence in Second Language Acquisition*. Cambridge University Press, 1976.
- Byram, M. and Fleming, M. *Language Learning in Intercultural Perspectives*. Cambridge University Press, 1998.
- Stevick, E. *Teaching and Learning Languages*. Cambridge University Press, 1982.
- Harner, J. *The Practice of English Language Teaching*. Longman, 1983.
- Marina Celce-Muria. *Teaching English as a Second or Foreign Language*. Cenage India Private Limited, 2016
- Larson freeman and marti Anderson. *Techniques and Principles in Language Teaching*. Oxford University Press, 2012

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 8TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG822J2: LANGUAGE AND LITERATURE

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES: On the completion of syllabus the student should be able to:

- Understand the features of language in literature.
- Understand the Stylistic Devices of Language used in the Literature on the basis of Phonological and Grammatical levels.

COURSE OUTCOMES:

- Knowledge of applying stylistics in Language Analysis.
- Knowledge of various facets of Stylistics and Texts.

UNIT I

- Functions of Language with special reference to Poetic Function
- Characteristics of Language of Literature
- Introduction to Literary Criticism. Linguistic Approach to the Study of Literature
- Language as Verbal Art

UNIT II

- Style: Different Definitions and Approaches to Style
- Concept of Style Features.
- Style Features at Phonological, Morphological, syntactic and Semantic Levels

UNIT III

- Transitivity and Stylistic Choice
- Foregrounding and Deviation
- Russian Formalism and Defamiliarization

UNIT IV

- Metaphor: Concept and Usage
- Language as a Metaphor
- Theories of Metaphor: Richards and Lakoff

PRACTICAL WORK / TUTORIALS

UNIT V

- Stylistic Analysis at the Phonological and Lexical Level
- Stylistic Analysis at Grammatical and Semantic Level

UNIT VI

- Concept of Discourse Analysis
- Identifying Metaphors in a Literary Text

Suggested Readings:

Austin, J.L. *How to Do Things With Words*. Oxford University Press, 1976.

Carter, R. *Language and Literature: An Introductory Reader in Stylistics*. London: George Allen, 1982.

Chapman, R. *Linguistics and Literature*. London: Edward Arnold, 1973.

Chatman, S.(ed) *Literary Style: A Symposium*, Oxford: Oxford University Press, 1971.

Taylor, T. *Linguistic Theory and Structure of Stylistics*. Oxford: Pergamon Press, 1981.

Biber, Douglas, and Susan Conrad. *Register, Genre, and Style*. Cambridge University Press, 2019.

Chandler, Daniel. *Semiotics: The Basics*. Routledge, 2007.

Dancygier, Barbara, and Eve Sweetser. *Figurative Language*. Cambridge University Press, 2014.

Jeffries, Lesley, and Daniel McIntyre. *Stylistics*. Cambridge University Press, 2010.

Misra, Partha Sarathi. *An Introduction to Stylistics: Theory and Practice*. Orient Blackswan, 2009.

Paltridge, Brian. *Discourse Analysis: An Introduction*. Bloomsbury Publishing, 2012.

Toolan, Michael. *Language in Literature*. Routledge, 2014.

Wolfgang, Iser. *The Act of Reading: A Theory of Aesthetic Response*. Johns Hopkins University Press, 1978.

Weber, Jean-Jacques. *The Stylistics Reader from Roman Jakobson to the Present*. Arnold, 1996.

Zanotto, Mara Sophia, Lynne Cameron, and Marilda C. Cavalcanti, eds. *Confronting Metaphor in Use: An Applied Linguistic Approach*. Vol. 173. John Benjamins Publishing, 2008.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 8TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT3 - MAJOR/MINOR)

LNG822J3: HISTORICAL LINGUISTICS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

The aim of this course is to familiarize students with the techniques of language based on materials from the study of Indo-European languages. At the conclusion of the course, students will be familiar with an overview of historical perspective to language and language change.

COURSE OUTCOMES: After successfully completing the course students shall be able to: Present a general idea of all languages are constantly in a process of change and over time related languages can diverge and become different from one another. This course will help to developed techniques for studying language change and for comparing languages in order to group them into families.

UNIT I

- Introduction to Historical Linguistics
- Language Change: Definition and Scope

UNIT II

- Genetic Classification of Languages
- The Concept of Language Family
- Language Families in India

UNIT III

- Linguistic Change
 - Borrowing
 - Phonological, Morphological, Lexical and Semantic Change
- Sound Change and its Types

UNIT IV

- Linguistic Profile of Jammu and Kashmir
- Linguistic Classification of Kashmiri Language

PRACTICAL WORK / TUTORIALS

UNIT V

- Discussion on Language Change

UNIT VI

- Tracing Family Trees of Kashmiri, Urdu and English

Suggested Readings:

Anderson, J.M. 1973. Structural Aspects of Language Change. Longman, London.

Arlotto, Anthony. 1972. Introduction to Historical Linguistics. Cambridge University Press, Cambridge.

Ghtage, A.M. 1962. Historical Linguistics and Indo-Aryan Languages. University of Bombay.

Lehman, W.P. 1973. Historical Linguistics: An Introduction. Holt, New York.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 7TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT2 - MAJOR/MINOR)

LNG822J3: RESEARCH METHODOLOGY

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

This course aims to develop students' knowledge of the basic methods of undertaking linguistic research in the area of interest. This course introduces students to the different approaches to research design, tools, and techniques used in the analysis as well as methods of data collection, presentation, interpretation, and reporting of the linguistic data.

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Present a general idea of linguistic research.
- Analyze, interpret and present data and results of the students about linguistics in academic writing.
- Find research resources, such as online resources (research databases, reference lists), and campus resources (writing centers, research librarian help)

UNIT I

- Research: Meaning and Importance
- Types of Research
 - Fundamental
 - Applied
 - Action
- Inductive and Deductive Approaches
- Quantitative and Qualitative Research

UNIT II

- Concept of Population and Sample
- Types of Sampling
 - Probability Sampling
 - Non-Probability Sampling
- Sampling Distribution and Sampling Error

UNIT III

- Tools and Techniques of Data Collection
 - Questionnaire: Open and Closed Forms
 - Interview: Structured and Unstructured
 - Observation: Participant and Non-Participant
- Rating Scale: Purpose and Types

UNIT IV

- Data Analysis: Tools and Techniques
- Correlation and Regression
- Use of Software (Microsoft Excel, SPSS, PRAAT)

PRACTICAL WORK / TUTORIALS**UNIT V**

- Introducing student's to research report writing

UNIT VI

- Preparation of Bibliography (MLA & APA)

Suggested Readings:

- Abbi, A. 2001. A Manual of Linguistic Fieldwork and Structures of Indian Languages. Munich: LincomEuropa.
- Comrie, Bernard. 1988. The Role of the field linguist. Notes on Linguistics 41:4–6.
- Cottage, D. 2011. Research Methodology in linguistics. New Delhi: Maxford Books.
- Crowley, Terry. 2007. Field Linguistics. A Beginner's Guide. Oxford: Oxford University Press.

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UNDER-GRADUATE PROGRAMME IN LINGUISTICS (SEMESTER 7TH)

SUBJECT: LINGUISTICS

COURSE TYPE: (CT3 - MAJOR/MINOR)

LNG722J3: BASICS OF FIELD LINGUISTICS

CREDITS: (THEORY: 4, TUTORIALS: 2)

COURSE OBJECTIVES:

- To introduce students to the basics of field linguistics
- To introduce students to the aspects of fieldwork

COURSE OUTCOMES: After successfully completing the course students shall be able to:

- Know the interdisciplinary nature of Field Linguistics
- Discuss various types of field research
- Understand sampling and ethical dimensions of field work

UNIT I

- Field Linguistics: Nature and Scope
- Goals:
 - Primary
 - Secondary
- Limitations in Field Linguistics

UNIT II

- Types of Field Research
- Sampling and Sampling Techniques
- Data Collection and its Tools

UNIT III

- Selecting a Language
- Selecting an Informant/Language Consultant
- Elicitation of Data

UNIT IV

- Practical Consideration in Fieldwork
- Ethical Dimensions of Fieldwork
- Data Analysis and Reporting

PRACTICAL WORK / TUTORIALS

UNIT V

- Introduction to Questionnaire as a Data Collection Tool
- Developing a Short Questionnaire

UNIT VI

- Conducting Data Elicitation Sessions
- Handling Data Recording Tools

Suggested Readings:

Abbi, Anvita. *A Manual of Linguistic Field Work and Structures of Indian Languages*. Munich: Lincom Europa, 2001.

Newman, Paul and Martha Ratliff. *Linguistic Fieldwork*. Cambridge: Cambridge University Press, 2001.

Vaux, Bert and Justin Cooper. *Introduction to Linguistic Field Methods*. Munich: Lincom Europa, 1999.

Samarin, William J. *Field linguistics: A Guide to Linguistic Field Work*. Holt, Rinehart and Winston, 1967.

Aronoff, Mark, and Janie Rees-Miller, (Eds) *The Handbook of Linguistics*. Oxford: Blackwell, 2001.

Crowley, Terry. *Field linguistics: A Beginner's Guide*. Oxford: Oxford University Press, 2007.

Himmelman, Nikolaus P. *Documentary and Descriptive Linguistics*, 1998.

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