

**MA Linguistics (Cafeteria) – Course Descriptions (Semester IV-January – May 2023)**

Course Title	<b>Semantics II</b>
Course Code	<b>LS 251</b>
Semester	IV
Day/Timings	Wednesday & Friday : 3.00 – 5.00 pm
No. of Credits	5
Course Prerequisites:	LS 151 or equivalent.
Name of Faculty Member(S)	Dr. Utpal Lahiri
Course Descriptions:	<p>This course is a continuation of Semantics I (LS 151), and is intended to give a basic introduction to advanced topics not covered in LS 151. Topics include:</p> <p>Logical Form and Quantifiers Generalized Quantifier Theory Lambda Calculus Adverbial Modification and Event Semantics; tense, aspect Anaphora and Indexicals.</p> <p>Altshuler, D., T. Parsons and R. Schwarzschild (2018). <i>A Course in Semantics</i>. MIT Press. Recommended texts: Chierchia, G. and S. McConnell-Ginet (2000). <i>Meaning and Grammar</i>. MIT Press (2nd Edition) Heim, I. and von Stechow (2007). <i>Notes on Intensional Semantics</i>. Ms., MIT (downloadable)</p>
Evaluation Scheme	40%: Assignments 60%: End semester examination

Course Title	<b>Introduction to Neuro Linguistics</b>
Course Code	<b>LS 291</b>
Semester	IV
Day / Timings	Tuesday & Thursday: 11.00 – 1.00 pm
No. of Credits	5
Name of Faculty Member(S)	Prof. Hemalatha Nagarajan
Course Prerequisites:	Syntax I and Phonology I
Course Descriptions:	<p>This is a course that takes students on a tour through the brain, highlighting the structures that play key roles in language production and perception. It provides a broad and up-to-date introduction to the rapidly developing field of neurolinguistics. It focuses on both first and second language acquisition and hence is of special interest to students of theoretical linguistics and applied linguistics. It is meant for anyone who wishes to have a firm grounding in this area. From hemispheres to neurons, students gain an understanding of how the brain handles grammar, meaning, and sound. They will learn what the information is that makes the processes of speaking and understanding, reading and writing a language possible, how it is acquired, and how and where it is represented in the brain. To understand these aspects, evidence is drawn from linguistics, aphasiology, and cognitive neuroscience.</p>
Evaluation Scheme	Mid term: Final: 40: 60

Course Title	<b>Phonetics: Indian Traditions</b>
Course Code	<b>IND 304</b>
Semester	IV
Day / Timings	Tuesday & Friday : 2.00 – 4.00 pm
No. of Credits	5
Name of the Faculty Member(s)	Dr. Nilakantha Dash
Course Description 150/200 words	<p>The course aims at introducing the students to the oral traditions of vedic chanting and the importance of phonetics.</p> <p><b>A. <u>Topics for Study</u> :</b></p> <ol style="list-style-type: none"> <li>1. A brief historical survey</li> <li>2. Vedic Literature and Vedanga</li> <li>3. Texts ending with Siksha or Pratisakhya</li> <li>4. Treatment of <i>savarna</i> in Astadhyayi of Panini.</li> <li>5. Process of Knowing and speaking</li> <li>6. Good speaker and bad speaker</li> </ol> <p><b>B.</b> A close reading of Paniniya Siksa and Taittiriya Pratisakhya</p>
Evaluation Scheme	40= Assignment, 60= Written test.

Course Title	<b>Language and Reading Disorders</b>
Course Code	<b>LS 364</b>
Semester	IV
Day / Timings	Tuesday: 2.00 – 4.00 pm Wednesday: 11.00 – 1.00 pm
No. of Credits	5
Name of Faculty Member(s)	Prof. Shruti Sircar
Course Prerequisites:	Morphology I / Syntax I /An Introduction to Language Acquisition
Course Description: 150/200 words	<p>This course has two parts: one dealing with language disorders, and the other with reading related disorders. The first part will look at why it is necessary to study language related disorders like Aphasia and Specific Language Impairment (SLI), and delink them from disorders which pertain to cognition and intelligence such as Down's Syndrome and William's syndrome.</p> <p>The thrust of this part is to argue for the domain specificity of language, and identify the areas/segments of language that language-specific disorders affect.</p> <p>The second part deals with an exploration of how literacy skills develop in children, and relate this development and atypicalities in development and relate them to theoretical models of skilled reading and comprehension. The part also deals with developmental reading problems: developmental dyslexia, surface dyslexia, dysgraphia and comprehension deficits - their diagnosis and remediation.</p>
Evaluation Scheme	3 short tests and a final examination

Course Title	<b>Philosophy Of Language</b>
Course Code	<b>LS 392</b>
Semester	IV
Day / Timings	Monday & Thursday: 2.00 – 4.00 pm
No. of Credits	5
Name of the Faculty Member(s)	Prof. P. Madhavan
Course Description 150/200 words	<p><b>TOPICS</b></p> <ol style="list-style-type: none"> <li>1. Preliminaries – Meaning in Language, denotation, sense and reference (Frege)</li> <li>2. Truth and falsity, the law of identity and substitution ‘salvaveritate’ (Leibniz)</li> <li>3. Russell on Denoting, names and definite descriptions, quantificational logic, the law of excluded middle, meaning of the definite article ‘the’</li> <li>4. The propositional attitudes: Willard Quine, <i>de dicto</i> and <i>de re</i> readings, ways of referring - referential and attributive, Keith Donnellan</li> <li>5. Naming and necessity – Saul Kripke, circularity in description, analytic truths and contingent truths, necessary truths - a priori and a posteriori, Putnam</li> <li>6. Name as rigid designator, kind terms</li> <li>7. Possible worlds: semantics, context and indexicality</li> <li>8. Donald Davidson’s philosophy of language</li> <li>9. Early Wittgenstein, <i>TractatusLogicoPhilosophicus</i>: picture theory of meaning, ineffability thesis, distinction between saying and showing</li> <li>10. Later Wittgenstein - meaning as use, language-game, family resemblance</li> </ol>
Evaluation Scheme	40= Assignment, 60= Written test.