

Semester II MA Linguistics - Course Descriptions (1 January 2024 – May 2024)

Course title	BASIC ISSUES IN PHONOLOGY
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with more focus on Indian languages
Course code	MALING 121 (Core course for M.A. Linguistics)
Semester	2
Number of credits	4
Maximum intake	40 (on first-come-first-served-basis)
Day/Time	Tuesday & Thursday 11 a.m-1 p.m
Name of the teacher/s	Prof. Hemalatha Nagarajan
Course description	<p>i. The course presents an overview of the difference between phonetics and phonology, the development of phonological theory within a Generative framework, especially the use of distinctive features (binary vs monovalent representations), phonological processes, and the notion of underlying representation and surface representation.</p> <p>ii. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to CO1: identify phonemic inventories of different languages, phonological processes and natural classes, the nature of phonological explanations, the structure of phonological theory, the shape of phonological representations (features vs. elements), and a comparison between different theories of phonological processes. CO2: identify theoretical approaches to phonological analysis, produce evidence of analytical ability and determine phonological processes evident in a wide-range of the World's languages, with special reference to Indian languages; understand how phonological rules apply and are ordered CO3: observe and identify phonological variations in new linguistic contexts CO4: apply the principles of phonological variation to the structures of their languages CO5: plan fieldwork for collection of data pertaining to speech sounds-</p>

	<p>segmental and supra-segmental.</p> <p>b) value addition: The course ‘Basic Issues in Phonology’ develops an awareness of the phonology or sound systems of languages belonging to different language families, with special emphasis on Indian languages. It makes them aware of the linguistic diversity of the world.</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research are fed into curriculum renewal and revision (a.)</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	Internal (modes of evaluation): assignment (10%), written tests (30%) End-semester (mode of evaluation): written exam (60%)
Reading list	<p>Essential reading: Handouts will be provided on all topics. These handouts would be based primarily on content from the following texts:</p> <p>Gussenhoven, C., & Jacobs, H. (2017). <i>Understanding phonology</i>. Routledge.</p> <p>Hayes, B. (2008). <i>Introductory phonology</i> (Vol. 7). John Wiley & Sons.</p> <p>Odden, D. (2005). <i>Introducing phonology</i>. Cambridge university press.</p> <p>Carr, P. (2019). <i>English phonetics and phonology: An introduction</i>. John Wiley & Sons.</p> <p>Cowan, W. (Ed.). (1998). <i>Source book for linguistics</i>. John Benjamins Publishing.</p> <p>Nagarajan, H. (2022). <i>The Routledge Companion to Linguistics in India</i>. Taylor & Francis.</p>

Course title	Semantics I
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes.
Course code	MALING 151 (core course for M.A Linguistics)
Semester	2
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday and Wednesday 4-6 p.m
Name of the teacher/s	Dr. Utpal Lahiri
Course description	<p>This course is an introduction to basic semantics. At least one introductory syntax class, though not required, will be very useful. Some knowledge of basic mathematical notions from set theory and logic will be assumed, but much of it will be introduced as we move along in the class, so students without the background should not have problems. We attempt to answer questions like: what is meaning? How do meanings combine? We approach semantic theory in the context of modern generative grammar. Topics include reference and truth, proper names, predication, quantification, logical form in philosophy and linguistics, rules of semantic composition.</p> <p>i. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to CO1: understand the basic notions of Syntax and Semantics, Semantic rules and Grammar, Truth Conditions, Entailment and Synonymy, Set theory, Lexicons. (Chapter 1 of the Altshuler et al.). CO2: explain meaning relations like Entailment, Implicature, Presuppositions, Synonymy, Appropriateness, Anaphoric Relations. (Chapter 1 of Chierchia and McConnell-Ginet) CO3: apply symbolic logic to understand Atomic Sentences and their parts, Connectives, Quantifiers, Predicate Conjunction, Rules of SL. Truth values, truth Conditions, Extensions, Languages, Grammars. (Chapter 2 of Altshuler et al.)</p>

	<p>CO4: apply the principles to analyse and understand <u>Sentences and Determiner Phrases</u>. Syntax, Direct and Indirect Interpretation, Quantificational DPs. (Chapter 3 of Altshuler et al.), a very basic introduction to Generalized Quantifier Theory.</p> <p>b) value addition: The course ‘Basic Issues in Semantics’ links logic to language and makes them aware of the elements of language that convey meaning.</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research and industry are fed into curriculum renewal and revision (a.)</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	Internal (modes of evaluation): assignment (10%), quizzes and written exam (30%) End-semester (mode of evaluation): written exam (60%)
Reading list	<p>Essential reading: Primary: <i>A Course in Semantics</i>, by Altshuler, D., Terence Parsons and R. Schwarzschild. Forthcoming from MIT Press in 2019</p> <p>Occasionally we will also look at material from:</p> <p><i>Meaning and Grammar: An Introduction to Semantics</i>, by Chierchia, G. and S. McConnell-Ginet (2nd Edition). 2000. MIT Press. <i>Semantics in Generative Grammar</i>, by Heim, Irene and Angelika Kratzer. 1998. Blackwell Publishers.</p>

Course title	Introduction to Sociolinguistics (core)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALING 163
Semester	2 & 4
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday & Wednesday 9-11 am
Name of the teacher/s	Dr. Smita Joseph
Course description	<p>This course introduces fundamental ideas in the field. Most of the examples used in the course come from diverse linguistic and cultural contexts (a.)</p> <p>ii. PO1 To develop skills to enable students to understand, describe, and work with linguistic structures in languages PO2 To understand how theories are built with evidence/data from languages PO3 To enable students to study and research in structures of their languages PO4 to conduct empirical studies in language processes and acquisition</p> <p>iii. Learning outcomes—</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to</p> <p>CO1: Understand the concept of sociolinguistic variation in their mother tongue and the languages of the world (a.) CO2: Observe and identify sociolinguistic variation in new linguistic contexts (a.) CO3: Apply the principles of sociolinguistic variation to the structures of their languages (a.) CO4: Plan fieldwork for sociolinguistic projects (a.)</p> <p>b) value addition: The course ‘Introduction to Sociolinguistics’ develops a sense of responsibility and respect in students towards the linguistic diversity of the world, by developing an attitude which is responsive to the needs of the plurilingual ethos prevalent in human societies. Special attention is given to the languages of linguistic minorities of India. Such an approach would help in promoting and strengthening participatory democratic practices (a.)</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, industry inputs are fed into curriculum renewal and revision (a.)</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	Internal (modes of evaluation): assignment (10%), written exam (10%), project (20%) End-semester (mode of evaluation): written exam (60%)
Reading list	<p>Essential reading:</p> <ul style="list-style-type: none"> • Meyerhoff, M. (2006). <i>Introducing Sociolinguistics</i>. London & New York: Routledge. <p>Additional reading: Labov, W. (1972). <i>Sociolinguistic patterns</i>. Philadelphia, PA: University of Pennsylvania Press.</p>

Course title	Introduction to Psycholinguistics
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes.
Course code	MALING 165 (Elective course)
Semester	2
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday & Thursday 9-11 a.m
Name of the teacher/s	Prof. Shruti Sircar
Course description	<p>This course is an introduction to psycholinguistics, the study of how individuals comprehend, produce, and acquire language. As part of the larger field of cognitive science, psycholinguistics is an interdisciplinary field shaped by research in psychology, linguistics, artificial intelligence, neuroscience, and philosophy. We will primarily be concerned with questions such as: what does it mean to know a language? What are the cognitive processes involved in language use? What social rules are associated with language use? What brain mechanisms are active in language use?</p> <p>i. Learning outcomes— By the end of the programme, the students will have: PO1: obtained a sound knowledge of various branches of language sciences: theoretical and applied PO2: acquired skills to analyse various aspects of a language/ languages PO3: applied theories to analyse data from Indian and other languages PO4: understood how theories are built with evidence/data from languages PO5: obtained theoretical and functional understanding of phonetics with special reference to English PO6: carried out empirical studies in languages PO7: learnt to apply knowledge of linguistics to other disciplines such as Artificial Intelligence, Cognitive Psychology, Forensic and Clinical Sciences PO8: learnt to address language-related societal needs and issues: language planning, language maintenance, language standardization, language variation and language and gender PO9: learned to describe and document lesser studied and endangered languages PO10: learned to use relevant tools to analyse phonetic and linguistic data</p> <p>a) domain-specific outcomes: Upon successful completion, students will have the knowledge and skills to CO1: understand the relationship between theoretical linguistics and psychology CO2: learn how acoustic stimuli are mapped to phonetic and phonological representations CO3: learn how are words stored and organized in memory CO4: learn how syntactic structure is computed in real time CO5: understand how syntactic dependencies (movement, anaphora, agreement) are processed CO6: learn about the difference between producing linguistic expressions versus perceiving them</p> <p>b) value addition: Most psycholinguists work in academia, but a psycholinguistics degree with special reference to language disorders can also set you up for a career in speech-language pathology, education, and research. Training in psycholinguistics can</p>

	<p>equip you to work in the fast-growing field of artificial intelligence and machine learning,</p> <p>c) skill-enhancement: Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences (a.)</p> <p>d) employability quotient: During the last 3 years, inputs from latest research and industry are fed into curriculum renewal and revision (a.)</p>
Course delivery	Lecture and Experiential learning for all modules
Evaluation scheme	<p>Three quizzes (MCQ, short/long answers) – 40% of the internal assessment</p> <p>Final examination – 60% of the final assessment</p>
Reading list	<p>Essential reading:</p> <p>Carroll, David W. 2008. Psychology of Language. 5th ed. Thomson Wadsworth.</p> <p>Harley, Trevor A. 2001. The psychology of language: from data to theory. 2nd ed. Oxford: Taylor and Francis.</p> <p>Field, John. 2003. Psycholinguistics: a resource book for students. London: Routledge.</p> <p>Scovel, Thomas. 1998. Psycholinguistics. Oxford: Oxford University Press.</p>

Course title	A SYSTEMIC APPROACH TO INTONATION
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALNG 213
Semester	II & IV (MA LING & MA CAFETERIA)
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Mondays & Wednesdays: 11 am to 1 pm
Name of the teacher/s	Dr. Meena C. Debashish
Course description	<p>Introduction: The course introduces the Systemic Functional Linguistic approach to the study of English intonation, where intonation is considered to be part of grammar; a trinocular principle is adopted to study the systems of INTONATION as realizing the systems of LEXICOGRAMMAR for construing the systems of SEMANTICS in specific contexts of situations and culture.</p> <p>Course Objectives: The main purpose of this course is to equip students with two skills for studying and applying the metafunctions of the systems of INTONATION of English: The Systemic Functional model of intonation, and PRAAT, a speech analysis software. The secondary purpose, which will be the outcome of the first, is to enable students to understand and become efficient users of the interpersonal nuances of English in different contexts. (MA Linguistics Program: PSO1 to PSO5, and PSO10)</p> <p>Learning outcomes: By the end of the course, students will</p> <ul style="list-style-type: none"> • learn to adopt a trinocular perspective to study any spoken text in any given context. • acquire the systemic functional expertise to study/use the systems of INTONATION. • learn to use PRAAT for running experiments in the area of intonation. • acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English. <p>Module 1: > Lectures/discussions: Introduction to SFL a. Introduction to Systemic Functional (SFL) Theory b. Phonology and lexicogrammar: The linguistic environment of intonation; phonology and semantics; the trinocular perspective > Tutorials & Laboratory sessions a. Honing the auditory skills; auditory to acoustic cues; basic acoustics for studying intonation b. Orientation to PRAAT software; waveforms, narrow band spectrograms, spectral slices, textgrids, praapics</p>

	<p>Module 2:</p> <ul style="list-style-type: none"> ➤ Lectures/discussions: Phonology - Intonation systems a. Aspects of intonation: feet, rhythm, tone unit, tonic syllable, tones from a systemic functional perspective b. The systems of INTONATION: tonality, tonicity and tones (primary) ➤ Tutorials & Laboratory sessions a. Rhythm: Identification of ictus syllables and silent ictus; acoustic cues b. PRAAT: Working with short texts <p>Module 3:</p> <ul style="list-style-type: none"> ➤ Lectures/discussions: systems & functions – textual meanings a. The system of TONALITY; textual function (meanings) of intonation – distribution of information units; neutral and marked b. The system of TONICITY; textual function (meanings) of intonation – focus of information; given and new information; neutral and marked c. Cohesion in spoken texts ➤ Tutorials & Laboratory sessions a. Identification of tone group boundaries and tonic syllables; acoustic cues b. PRAAT: Working with short dialogues <p>Module 4: ➤</p> <p>Lectures/discussions: systems & functions – interpersonal meanings</p> <ul style="list-style-type: none"> a. The system of TONE (primary); simple and compound tones; pretonic and tonic pitch movements b. Interpersonal function of tones; the systems of MOOD, and MOVE; the realization and construal relationship; congruous vs incongruous ➤ Tutorials & Laboratory sessions a. Identifying the primary tones in spoken texts; studying texts with a trinocular perspective b. PRAAT: tonic and pretonic pitch patterns
Course delivery	<ol style="list-style-type: none"> 1. Lecture: theory 2. Seminar: discussions/presentations 3. Experiential learning: All the tutorial/lab sessions – working with PRAAT software
Evaluation scheme	<p>Internal (modes of evaluation): 50</p> <ol style="list-style-type: none"> 1. Internals 1: 10 2. Internals 2: 20 (Practical) 3. Internals 3: 20 (Practical) <p>End-semester (mode of evaluation): 50</p> <ol style="list-style-type: none"> 1. Term paper (Written+Practical): 50
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Halliday, MAK. 1967. Intonation and Grammar in British English. The Hague: Mouton. 2. _____ . 1970. A Course in Spoken English: Intonation. London: Oxford University Press. 3. _____. 2004. An Introduction to Functional Grammar, 3 rded. London: Edward Arnold. <p>Additional reading:</p> <ul style="list-style-type: none"> - A Course in Phonetics, 4thed. Ladefoged, Peter. Orlando: Harcourt College Publishers,2001. - _____. 1996. Elements of Acoustic Phonetics, 2nded. Chicago: University of Chicago Press

Course title	Modern English grammar and usage
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without any changes
Course code	MALNG 169
Semester	2
Number of credits	4
Maximum intake	15
Day/Time	Wednesdays and Fridays 11am-1pm
Name of the teacher/s	Dr. S.Dominic savio
Course description	<p>This course is about learning modern British English grammar and usage. Not only will it help one improve one's own written English but also it will make one become confident about one's own English grammar and usage.</p> <p>One of the most crucial language skills that is a must for effective communication especially for effective written communication is mastering British English grammar and usage. Although mastering British English grammar and Usage is extremely difficult and daunting it is an essential part of improving one's written and oral communication.</p> <p>This course introduces one to the basics behind modern English grammar in addition to the fallacies of traditional English grammar which are widely prevalent in India. Apart from the rules of British English grammar, one will learn common British English usage.</p> <p>Learning outcomes:</p> <p>One will have unlearned a good number of fossilized grammatical errors and nonstandard English usage.</p> <p>One will have acquired both the implicit English grammar and explicit English grammar.</p> <p>Not only will one be able to diagnose the grammatical mistakes but one will also be able to account for them.</p> <p>Employability:</p> <p>1 English trainer 2 English editor</p>
Course delivery	lectures
Evaluation scheme	Mode of evaluation: internal assessment- written tests 40 percent Semester -end examination-written examination 60 percent
Reading list	<p>Essential reading list</p> <p>1 A Comprehensive Grammar of the English Language- Randolph Quirk 2 Advanced English Grammar--- Martin Hewings</p>

	3 Meaning and the English Verb- Leech 4 Grammar—Frank Palmer 5 English Grammar in Use – Raymond Murphy 6 Oxford Practice Grammar- John Eastwood 7 A practical English Grammar – Thomson Martinet
--	--

Course title	Phonetics II
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without any changes
Course code	MALNG 211
Semester	2
Number of credits	4
Maximum intake	30
Day/Time	Tuesdays and Thursdays 11am-1pm
Name of the teacher/s	Dr. S.Dominic savio
Course description	<p>This course is about learning BBC English Pronunciation or BBC Accent, which was formerly known as Received Pronunciation (RP). One of the most prominent English Phoneticians, Peter Roach considers the term "Received Pronunciation" (RIP RP) " archaic, old-fashioned and misleading" for good reason and urges us to replace it with BBC accent or BBC pronunciation.</p> <p>This course introduces you to some of the most prominent allophones of BBC English and phonetic transcription, apart from the supra-segmental features of BBC accent. As regards the BBC English intonation, you will learn how to produce and recognize both the simple tones and the complex tones such as High Fall, Low Fall, High Rise, Low Rise, Divided Fall-Rise, Undivided Fall-Rise Divided Rise-Fall, Undivided Rise-Fall and Level Tone. Furthermore, you will become familiar with different functions of intonation and the tone-unit structure, namely (Pre-Head) (Head) Nucleus (Tail) will also be dealt with.</p> <p>Learning outcomes:</p> <p>Not only will this course help one improve one's English pronunciation but also it will raise one's consciousness when it comes to BBC English accent. One of the most crucial language skills that is a must for effective communication especially for effective oral communication is acquiring native-like BBC English accent. Although approximating British English accent is extremely difficult and daunting it is an essential part of improving your oral communication.</p> <p>By taking this course one will have learned:</p> <p>One will have learned a general theory about speech sounds and how they are used in a language, particularly, in BBC English.</p> <p>One will have become acquainted with the production and recognition of sounds of BBC accent apart from the rules of word stress and the tones.</p> <p>Not only will one be able to diagnose the typical English pronunciation errors but one will also be able to account for them.</p>

	<p>One will have become familiar with the Weak Forms and Strong Forms which are of paramount importance to the stress-timed rhythm in BBC English.</p> <p>Employability:</p> <p>1 English accent trainer at BPO or any corporate organisation</p>
Course delivery	lectures and tutorials
Evaluation scheme	<p>internal assessment- written tests 40 percent</p> <p>Semester -end examination-written examination 60 percent</p>
Reading list	<p>List of books recommended:</p> <p>Essential Reading list:</p> <ol style="list-style-type: none"> 1 English phonetics and phonology—Peter Roach 2 Introduction to the pronunciation of English—Gimson 3 The pronunciation of English— Cruttenden 4 A course in phonetics- Ladefoged <p>Additional reading list</p> <ol style="list-style-type: none"> 1 Elements of general phonetics-Abercrombie 2 Accents of English— J.C Wells 3 Cambridge English pronouncing dictionary- Daniel Jones (18th edition) 4The groundwork of English intonation-Kingdon 5 The ground work of English stress-Kingdon

Course title	Phonetics II
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without any changes
Course code	MALNG 211
Semester	2
Number of credits	4
Maximum intake	30
Day/Time	Wednesday& Friday: 2.00 – 4.00 pm
Name of the teacher/s	Prof. Komali Prakash
Course description	<p>This is a second level course dealing with certain advanced aspects of phonetics. The course presents an overview of phone, phoneme and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language, such as, word accent, rhythm and intonation. It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentences, and marking for intonation is inbuilt in the respective modules of this course.</p> <p>Objectives and Learning outcomes: At the end of the course, students will</p> <ul style="list-style-type: none"> • be able to identify the allophonic variants of all the consonants and vowels of English; and the environments in which they are realized learn the principles behind marking primary and secondary accent in polysyllabic words, compound words, abbreviations and numbers, and their usage • learn to use all the weak and contracted forms in connected speech in order to maintain the rhythm of spoken English • learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes • be able to transcribe phonetically • be able to read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech

Module 1:

➤ **Lectures**

- a. Phone, phoneme and allophone; IPA chart; Cardinal Vowel Diagram
- b. Distribution of phonemes: contrastive, complementary & free variation
- c. Allophonic variants of obstruents: plosives, fricatives & affricates; phonetic environments and rules; diacritic marks

➤ **Tutorials & Laboratory sessions**

- a. Practice in the phonetic transcription of obstruents

Module 2:

➤ **Lectures**

- a. Allophonic variants of sonorants: approximant consonants and vowels; phonetic environments and rules; diacritic marks; phonetic transcription
- b. syllable – phonotactics of English; syllabification

➤ **Tutorials & Laboratory sessions**

- a. Practice in the phonetic transcription of sonorants, and syllabification

Module 3:

➤ **Lectures**

- a. Word accent: primary and secondary accent in polysyllabic words
- b. Accentual rules for polysyllabic words, compound words, abbreviations and numbers
- c. Rhythm of English; strong vs weak forms; contracted forms, all the rules for using strong, weak & contracted forms of words

➤ **Tutorials & Laboratory sessions**

- a. Perception and production of word accent
- b. Phonetic transcription of continuous speech

Module 4:

➤ **Lectures**

- a. Intonation: tonality, tonicity and tones; unmarked vs marked intonation
- b. the six tones: high fall, low fall, high rise, low rise, fall-rise & rise-fall; meanings and attitudes;
- c. morphophonemic processes: assimilation, elision, germination and juncture

	<p>➤ Tutorials & Laboratory sessions</p> <p>a. Perception and production of unmarked and marked tonality, tonicity and tones</p> <p>b. Connected Speech</p>
Course delivery	lectures and tutorials
Evaluation scheme	Internal assessment: Test – 40% Semester End Examination – 60%
Reading list	Cruttenden, Allen. (2008). Gimson's Pronunciation of English, 7th ed. London: Hodder Education part of Hachette 2. Tench, Paul. (2015). The Intonation Systems of English, 1st ed. London: Bloomsbury publishers

Course title	Sociophonetics (Elective)
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	MALNG 216
Semester	II & IV
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesdays: 2.00 – 4.00 pm and Fridays: 11.00 – 1.00 pm
Name of the teacher/s	Dr. Neelam Singh
Course description	<p>A brief overview of the course:</p> <p>This course is a theoretical and practical introduction to Sociophonetics. It is the study of how social factors influence speech sounds and patterns within a given language or dialect. The course aims at understanding the phonetic aspects of sociolinguistic variation and the social significance of phonetic variation.</p> <p>The objective of the course is at tying together the various strands – phonetic and sociolinguistic, methodological and theoretical. It also will emphasize on expanding the purview of the field by showing the range of possible issues that Sociophonetics can address.</p> <p>Learners would have grasped a sound understanding of the fundamentals of Sociophonetics. They would have gained the knowledge of how language varies in general and how phonetic variation is influenced by sociocultural contexts in particular. They would have gained how individuals employ phonetic variation and how this variation is analyzed through the lens of Sociophonetics.</p>
Course delivery	Lecture
Evaluation scheme	<p>Internal (modes of evaluation): Written exam (40%)</p> <p>End-semester (mode of evaluation): Written exam (60%)</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>
Reading list	<p>Essential reading: It will be provided during lecture hours</p> <p>Additional reading: Foulkes, P., & Docherty, G. (Eds.). (2014). <i>Urban voices: Accent studies in the British Isles</i>. Routledge.</p> <p>Kendall, T., & Fridland, V. (2021). <i>Sociophonetics</i>. Cambridge University Press.</p> <p>Thomas, Erik, 2011. <i>Sociophonetics: An Introduction</i>. Palgrave-Macmillan</p>