<table>
<tr><td>Course title</td><td>BASIC ISSUES IN MORPHOLOGY</td></tr>
<tr><td>Category (Mention the appropriate category (a/b/c) in the course description.)</td><td>a. Existing course without changes</td></tr>
<tr><td>Course code</td><td>MALINGC 531</td></tr>
<tr><td>Semester</td><td>One (Semester 1)</td></tr>
<tr><td>Number of credits</td><td>4 credits</td></tr>
<tr><td>Maximum intake</td><td>Compulsory course for MA LING and MA CL – 40 intake</td></tr>
<tr><td>Day/Time</td><td>Wednesday: 3:00 to 5:00; Friday 11:00 to 1:00</td></tr>
<tr><td>Name of the teacher/s</td><td>Prof. Shruti Sircar</td></tr>
<tr><td>Course description</td><td>(i) A brief overview of the course
What is a word? Do the things we put spaces around when we write correspond to anything in our mental grammars? How does morphology relate to phonology, and to other areas of grammar, such as syntax and semantics? To what extent do the principles governing the structures and forms of words need to be boxed off from other areas of grammar, and to what extent are they symptomatic of deeper principles which hold of the language faculty as a whole? This course aims to answer these and other questions by examining morphological phenomena from across the world’s languages, including English and languages which are (at least superficially) very different from it.

i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)
Students will be able to

<table>
<tr><td>CO1</td><td>acquire an understanding of the major morphological phenomena found in the world’s languages</td><td>PO1, PO2</td><td>domain specific</td></tr>
<tr><td>CO2</td><td>learn about the major theoretical issues and approaches used to study morphology</td><td>PO1, PO2</td><td>domain specific</td></tr>
<tr><td>CO3</td><td>obtain skills to identify the major morphological operations/ processes in natural languages</td><td>PO5, PO6</td><td>skill enhancement</td></tr>
<tr><td>CO4</td><td>learn to represent morphosyntactic structure diagrammatically</td><td>PO5, PO6</td><td>skill enhancement</td></tr>
<tr><td>CO5</td><td>learn to represent morpheme-by-morpheme glossing for language data</td><td>PO7</td><td>skill enhancement</td></tr>
<tr><td>CO6</td><td>Apply concepts and skills learnt to analyze and present morphological patterns in languages</td><td>PO10</td><td>skill enhancement</td></tr>
<tr><td>CO7</td><td>Provide argumentation to explain morphological phenomena</td><td>PO11</td><td>domain specific</td></tr>
</table>

ii) Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient (Please highlight the portion that subscribes to a/b/c/d)</td></tr>
<tr><td>Course delivery</td><td>Lecture 50%
Data analysis 50%</td></tr>
<tr><td>Evaluation scheme</td><td>Internal (modes of evaluation): 2 sit down tests, and an assignment (best 2) – 40%
End-semester (mode of evaluation): 1 sit down examination 60% (open book)</td></tr>
<tr><td>Reading list</td><td>Essential reading
1. Bauer, Laurie. (2003). Introducing Linguistic Morphology. Washington, D.C.: Georgetown University Press.</td></tr>
</table>

	2. Lieber, Rochelle (2012). Introducing Morphology. Cambridge University Press. Additional reading 1. Aronoff, Mark, and Kirsten Fudeman. 2011. What is morphology? 2nd edition. West Sussex, UK: Wiley-Blackwell. 2. Katamba, F. & J.T. Stonham. 2006. *Morphology*. Palgrave Macmillan. 3. Booij, Geert. 2007 *The Grammar of Words. An Introduction to linguistic Morphology*. 2nd ed. OUP. 4. Spencer, A. and Zwicky, A. 1998. *The Handbook of Morphology*. Blackwell. 5. Haspelmath, Martin, and Andrea Sims. (2010). Understanding Morphology. 2nd Edition. London: Hodder Education.

<table>
<tr><td>Course Title</td><td>Phonetics and Spoken English</td></tr>
<tr><td>Category (Mention the appropriate category (a/b/c) in the course description</td><td>Existing course without changes</td></tr>
<tr><td>Course Code</td><td>MALINGC 511</td></tr>
<tr><td>Semester</td><td>1</td></tr>
<tr><td>No. of Credits</td><td>4</td></tr>
<tr><td>Maximum intake</td><td>No restriction</td></tr>
<tr><td>Day/ Time</td><td>Tuesdays :11.00 am-1pm
Thursdays: 11.00 am-1pm</td></tr>
<tr><td>Name of the teacher/s</td><td>Dr S Dominic Savio and Dr Neelam Singh</td></tr>
<tr><td>Course Description:</td><td>A brief overview of the course

The course ‘Phonetics and Spoken English’ deals with the essentials of Phonetics such as the Speech Mechanism, description of speech sounds (consonants & vowels), syllable, stress at both word and sentence levels, and prosodic features of the English language, through theoretical classroom sessions, tutorials, and language lab practice sessions. The evaluation is based on theoretical knowledge and its application, and production and perception skills.

Students will be able to
<table>
<tr><td>CO1</td><td>Obtain a sound theoretical knowledge of the Phonetics of English</td><td>PO3,

PO8</td><td>Domain Specific

Skill Enhancement</td></tr>
<tr><td>CO2</td><td>Receive thorough training to identify and describe the phonemes of English language</td><td>PO2, PO3</td><td>Domain Specific</td></tr>
<tr><td>CO3</td><td>Appreciate the patterns of word accent, sentences rhythm, and intonation (in various contexts) of English (RP) for better appreciation of the language and its efficient use</td><td>PO3</td><td>Domain Specific</td></tr>
<tr><td>CO4</td><td>Acquire pronunciation skills through the use of English dictionary</td><td>PO3,

PO8</td><td>Domain Specifics

Skill Enhancement</td></tr>
<tr><td>CO5</td><td>Overcome L1 interference and improve the intelligibility of their speech</td><td>PO8</td><td>Skill Enhancement</td></tr>
<tr><td>CO6</td><td>Develop their Spoken English Skills to augment their employability</td><td>PO8</td><td>Skill Enhancement and Employability</td></tr>
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<tr><td>Course Delivery</td><td>Lectures, Tutorials and Language Lab sessions</td></tr>
<tr><td>Evaluation Scheme</td><td>Written examination and oral test</td></tr>
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Reading List	**Prescribed Readings:** 1. Gimson, A.C. 2008. Gimson's Pronunciation of English, 7 th ed. Revised by A Cruttenden. London: Hodder Education. 2. Roach, P. 2009. English Phonetics and Phonology: A Practical Course, 4 th ed. Cambridge: Cambridge University Press. **Dictionary:** 1. Jones, D. 2011. Cambridge English Pronouncing Dictionary, 18 th ed. Cambridge: Cambridge University Press.

Course Title	**Basic issues in Syntax**
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	**MALINGC 541**
Semester	1
No. of Credits	4
Maximum intake	As per University stipulations, if any
Day/ Time	Monday & Wednesday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Anish Koshy
Course Description:	The course begins by introducing the notion of a phrase, discusses the structure of different phrases, along with the basic properties of phrases. Then, descriptive devices like tree diagrams and labelled bracketing are presented; how phenomena like ambiguity can be handled is illustrated. This is followed by an introduction to the Chomskyanprogramme in Linguistics, as enunciated in the Government and Binding (GB) model. Though it is English data that are primarily dealt with, data from other languages, in particular Indian languages, are also used as and when necessary. **Objectives and Learning outcome** The course is designed in such a way that the learner, by the time he/she finishes the course, gets a sound understanding of a) the modular structure of Universal Grammar and b) the intricate interaction of the independent modules that outputs all and only sentences of language. The learner is also, in the ideal scenario, not only ready but eager to do the next course in syntax. *Module 1* Phrases and clauses, structure of clauses, constituency tests, PS rules, IC analysis *Module 2* The "mystery" of language acquisition in young children, poverty of stimulus, LAD *Module 3* The Aspects model, the need for multilevel approach to syntax, *Module 4* Universal Grammar, the Principles and Parameters model, projection principle, theta criterion, X-bar theory, case filter, government, PRO and control theory, Binding Principle
Course Delivery	Lecture mode with exercises and assignments for self-learning
Evaluation Scheme	40 % internal & 60 % final Three tests will be given, and the best two performances will be counted for the internal grade. The final exam will be a three-hour sit-down exam.
Reading List	Bickerton, D., &Szathmáry, E. (Eds.). (2009). *Biological foundations and origin of syntax* (Vol. 3). Mit Press. Carnie, A. (2009). *ConstituentStructure*. United Kingdom: OUP Oxford. Carnie, A. (2021). *Syntax: A generative introduction*. John Wiley & Sons. Miller, J. (2016). *Introduction to English Syntax*. Germany: Edinburgh University Press. Rauh, G. (2010). *Syntactic Categories: Their Identification and Description in Linguistic Theories*. United Kingdom: OUP Oxford. Van Valin, R. D. (2001). *An Introduction to Syntax*. United Kingdom: Cambridge University Press. *Apart from these some primary texts and articles may be given for presentations and readings*