



# Philadelphia University

Faculty of Arts

Department of English

**1<sup>st</sup>, 2<sup>nd</sup>, Summer Semester, 2009/2010**

## Course Syllabus

<b>Course Title:</b> Introduction to Linguistics <b>Level:</b> 3 <sup>rd</sup> Year <b>Prerequisite (s):</b> 0120221 (Phonetics) <b>Co requisite(s):</b>	<b>Course Code:</b> 0120324 <b>Credit Hours:</b> ( 3 ) <b>Lecture Time:</b> 11:15 – 12:45 <b>Monday &amp; Wednesday</b>
<b>Instructor's Name:</b> Dr. Khalil Nofal <b>Rank:</b> Assistant Prof. <b>Office Number:</b> 516 <b>Office Hours:</b> Sunday, Tuesday, Thursday 9.00-10.00 Monday & Wednesday 9.45-11.15. <b>Phone:</b> + 962-64799000 <b>Ext:</b> 2420 <b>E-mail:</b> <a href="mailto:knofal@philadelphia.edu.jo">knofal@philadelphia.edu.jo</a> / <a href="mailto:nofalk48@yahoo.com">nofalk48@yahoo.com</a>	

**Course Coordinator:** Dr. Mahmoud Kandil

### **Course Description:**

This course aims at acquainting students with linguistics as the science of language study, its aims, aspects and relations to other social sciences and fields. It also aims at acquainting the students with the nature of human language and its characteristics, components and functions. Special emphasis will be laid on the components of English, besides other languages when found appropriate.

### **Course Aims/Purpose/Objectives:**

The course provides an introduction to the scientific study of language, concentrating on English. It explores the properties of human language that make it unique and uniquely powerful in studying the human mind. The course examines the sounds of English and their patterns (phonetics and phonology), English words (morphology), sentences (syntax) and meanings (semantics). It also examines how people learn languages with a focus on English (language acquisition) and how linguistic knowledge is applied in social situations (sociolinguistics).



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## **Teaching Methods:( Lectures ,Discussion Groups, Tutorials, Problem Solving, Debates...etc)**

- Lectures: three hours per week (All Intended Learning Outcomes).
- Doing the exercise: The students are asked to do the exercises available in the book, (All Intended Learning Outcomes).
- Assignments : The students are asked to read the textbook in advance, and do the exercises.
- Reports: Students are asked to write simple reports.
- Presentation: Students should present a topic related to the course either individually or in groups.

## **Course/ Components:**

### **1. Books (title, author(s),publisher, year of publication)**

Victoria Fromkin & Robert Rodman (1992)  
An Introduction to Language (6<sup>th</sup> Edition)

### **2. Support Material(s): a/v materials**

Cassette Recorder & Cassettes of phonetic materials.

### **3. Supplementary Readings (Books, Periodicals..... etc)**

Books & Periodicals available in the library

### **4. Study Guide(s) (if available)**

Students should follow the teacher's instructions and advice

### **5. Homework and Laboratory Guide(s) (if applicable):**

The exercises available in the text book



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## **Contribution to Program Learning Outcomes:**

**A1 / A2 / B5 / D1 / D2 /**

## **Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).**

### **a. Knowledge & Understanding:**

Students are expected to:

- know how to define the various branches of linguistics (e.g., phonetics, phonology, morphology, syntax, semantics & pragmatics.
- understand and explain the basic concepts associated with the different branches of linguistics (e.g, dialect in sociolinguistics, morpheme in morphology, parts of speech in syntax),and
- understand and be able to describe the differences between the various linguistic levels.

### **b. Cognitive Skills (Thinking & Analysis):**

Students are expected to:

- be able to identify the phonetic properties of words, phrases and sentences (e.g, stress);
- be able to analyze words, showing their structure through pointing out the root, the stem, the derivational and inflectional morphemes and the free and bound morphemes that combine to form words;
- be able to analyze sentences, showing their structure and their constituents;
- be able to analyze sentences, showing the semantic roles realized by the different constituents in each sentence; and
- be able to think critically about the different theories of language acquisition.

### **c. Communicative Skills (Personal and Academic)**

Students are expected to:

- transcribe words, phrases and sentences using the IPA system, draw trees to show sentence structure, which is a basic skill in syntax;
- assign the appropriate word formation processes to a variety of words with different forms; and
- assign the correct semantic category to various linguistic items.



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**d. Practical and Subject Specific Skills (Transferable Skills)**

Students are expected to:

- be able to use language more effectively;
- learn to think more creatively and comparatively; and
- display better cross- cultural communication skills.

**Assessment Instruments**

Modes of Assessment	Score	Date
First Exam	15%	Week 6
Second Exam	15%	Week 12
Assignments / Seminars / Projects / Quizzes / Tutorials ,Reports, Research Projects, Presentations	20%	
Final Exam	50%	Week 16
Total	100%	

**Documentation and Academic Honesty**

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

**1. Documentation Style (with illustrative examples)**

**Reference list styles**

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

\* Book

Trudgill, P. and Hannah, J. (1994,3<sup>rd</sup> edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

\* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

\* Paper in a journal or magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.



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## Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

## Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

## Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

## Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

## Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

## Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>  
<http://wally.rit.edu/internet/subject/apamla.htm>

## 2. Protection of Copyright

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prior permission of the publisher or a license from the Copyright Licensing Agency Limited. ([www.cla.co.uk](http://www.cla.co.uk)).

Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

### 3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

#### Course / Course Academic Calendar:

Week	Basic & Support Material to be covered	Homework/Reports and their due dates
(1)	Introduction	Exercises at the end of the unit
(2)	English Phonetics	-
(3)	English Phonetics	-
(4)	English Phonetics	Exercises at the end of the unit
(5)	English Phonology	-
(6)	English Phonology	Exercises at the end of the unit
First Exam	-	-
(7)	English Morphology	-
(8)	English Morphology	Exercises at the end of the unit
(9)	English Syntax	-
(10)	English Syntax	-
(11)	English Syntax	Exercises at the end of the unit
Second Exam	-	-
(12)	English Semantics	-
(13)	English Semantics	Exercises at the end of the unit
(14)	English Sociolinguistics	-
(15)	English Sociolinguistics	Exercises at the end of the unit
Specimen Exam (Optional)	-	-
(16)	General Revision	-
Final Exam		-

#### Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.



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## **Attendance Policy**

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

## **Course Policies:**

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

## **Text Book(s):**

### **Title:**

Victoria Fromkin & Robert Rodman (1992), An Introduction to Language (6<sup>th</sup> Edition)

## **References:**

### **- Books**

1. Davenport, Mike and S. J. Hannahs. Introducing Phonetics and Phonology. Arnold, 1998.
2. Carr, Philip. English Phonetics and Phonology: An Introduction. Blackwell, 1999.
3. Roca, I. and W. Johnson. A Course in Phonology. Oxford: Blackwell, 1999.
4. Saeed, John.. Semantics. Oxford: Blackwell Publishers, 1997.
5. Pinker, Steven. The Language Instinct. New York : William Morrow and Co., Inc, 1994.
6. Chomsky, Noam. Aspects of the Theory of Syntax. Cambridge, MA: MIT Press, 1965.
7. Haegeman, Liliane. Introduction to Government and Binding Theory. Oxford, England: Basil Blackwell, 1991.



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- *Journals*

Students should consult the journals available in the Library.

- *Websites*

Student should also visit any website related to Linguistics in general and to Phonetics, Phonology, Syntax, Semantics and Sociolinguistics in particular.