



# Philadelphia University

Faculty of Arts

Department of English

1<sup>st</sup> Semester 2017/2018

## **Course Syllabus**

<b>Course Title: Linguistic Theory</b> <b>Level: M.A</b> <b>Prerequisite (s): ... ..</b> <b>Co requisite(s): .....</b>	<b>Course Code: 0120710</b> <b>Credit Hours: 3</b> <b>Lecture Time:</b>
<b>Instructor's Name: Murtadha J. Bakir</b> <b>Rank: Professor</b> <b>Office Number: 401</b> <b>Office Hours: Monday; Wednesday; 1:30-2:30</b> <b>Phone: + 962-64799000</b> <b>Ext: 2634</b> <b>E-mail: murtadhajb@gmail.com</b>	

## **Course Description:**

This course aims at acquainting students with the development of language study and linguistic theory. It briefly reviews contributions in the antiquity before it discusses the development of historical linguistics in the nineteenth century. It then moves to study the major theories and schools of linguistics in the 20<sup>th</sup> century such as Saussurean descriptivism, American structuralism, Generative grammar, and Functional linguistics. The course will also cover non-European linguistic traditions: Arab, Indian and Chinese achievements in linguistic research.

## **Course Objectives:**

This course aims at

1. familiarizing students with the historical development of linguistic theory.
2. discussing the main tenets of the major schools of linguistics in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
3. clarifying the similarities and differences between the various linguistic theories.
4. enabling the students to follow the progress in linguistic theorization

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

- Lectures: three hours per week (All Intended Learning Outcomes).
- Term paper: Students are asked to write a short term-paper.
- Presentation: Students should present a topic related to the course either individually or in groups.



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

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

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

At the end of the course, students are expected to demonstrate knowledge and understanding of:

- approaches to the study of language
- a wide range of terminology for describing language use and linguistic analysis;
- the basic assumptions , views and shortcomings of each theory; and
- the similarities and differences between these theories.

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

Students are expected to:

- demonstrate awareness of the process involved in linguistic research;
- relate theoretical concepts to concrete experience;
- design and carry out a small-scale analysis research project requiring the collection of linguistic data;
- demonstrate autonomy in selecting appropriate topics for investigation, and in carrying out Project work;
- synthesize different points of view, and personal research data in order to reach one's own Conclusions; and
- evaluate and adapt project work in the light of feedback and practical experience.

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

Students are expected to:

- select and synthesize the main points of each theory from a variety of sources;
- exercise critical judgment about sources of evidence;
- develop research skills, including the ability to gather, sift and organize material independently and critically, and to evaluate its relevance and significance;
- develop good practice in the acknowledgement of source material and in the presentation of bibliographies; and
- construct continuous logical line of argument which specifically answers the question set; and present written work to a high standard using appropriate register and style.



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

Students are expected to develop abilities in:

- abstracting and synthesizing information from a variety of sources;
- making independent and analytical judgments;
- using and evaluating a variety of means to analyze linguistic data;
- communicating effectively in writing, selecting appropriate genre, style and register;
- working independently, demonstrating initiative, self-organization and time management;
- planning and undertaking research.

## Assessment Instruments

Modes of Assessment	Score	Date
Mid- term Exam	30%	Week 10
Term paper	20%	Week 14
Term paper Presentations	10%	Week 15
Final Exam	40%	Week 16
<b>Total</b>	<b>100</b>	

## 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.



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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:**

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.

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.

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

## 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/1pb/mud-history.html>> (5 Dec. 1994).



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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

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the 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 Schedule:

week	Topic	Source
1	Introduction; Orientation	
2	Language study; language theory; Early insights	K & A: 19-20 Bornstein: 1-8
3	19 <sup>th</sup> C linguistics	K & A: IX; Sampson: Ch.1
4	20 <sup>th</sup> C linguistics	K & A: 221-32
5	Saussure	K & A: 233-39; Bornstein, p.114 -21
6	Prague School	K & A: 247-62; Sampson: 103-129
7	American Structuralism	K & A: 295-306; Bornstein 137-57
8	American Structuralism <b>Midterm Exam</b>	Newmeyer (a) 29-62



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9	London School & Systemic Grammar	K & A : 268-75; Sampson: 212-35
10	Generative Grammar	K & A: 326-42; Newmeyer (b): 29-38
11	Generative Grammar	Newmeyer (b): 39-65
12	Generative Phonology	Bornstein: 208-17
13	Cognitive Grammar	K & A: 364-8
14	Arab linguistic tradition <b>Submission of term paper</b>	K & A: 28-38
15	Indian & Chinese linguistic tradition	K & A: 57-65; 41-45
16	Term paper presentations <b>Final Exam</b>	

### Expected Workload:

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

### Text Book(s):

Koerner, E.F.K. and Asher, R.A. (eds.) (1995). *Concise History of the Language Sciences*. Oxford: Esvier Sciences.

Bornstein, D. (1976). *Readings in the Theory of Grammar*. Cambridge: Winthrop Publishers

### References:

- **Books**
- Crystal, D. (1985). *Dictionary of Linguistics and Phonetics*. Oxford : Basil Blackwell.
- De Saussure, Ferdinand (1959). *A Course in General Linguistics*. New York, NY.: McGraw-Hill
- Devito, J. (1971). *Psycholinguistics*. Indianapolis, In.: The Bobbs-Merrill Company.
- Fodor J., Bever, A. and M. Garrett(1974). *The Psychology of Language*. New York, NY.: McGraw-Hill.
- Fries, C. (1952). *The Structure of English*. New York, NY. Harcourt Brace Jovanovich.
- Katz, J. (1972) . *Semantic Theory*. New York : Harper and Row.



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- Moravesik. E. and J. Worth (eds.) (1980). *Syntax and Semantics: Current Approaches to Syntax, 13*. New York, NY.: Academic Press.
  - Newmeyer, F. (1986). *The Politics of Linguistics*. Chicago, Ill.: Univ. of Chicago Press.
  - Newmeyer, F. (1996). *Generative Linguistics*. London: Rutledge.
  - Skinner, B.F.(1957). *Verbal Behavior*. New York, NY: Appleton-Century-Crofts.
  - Versteegh, K. (1977) . *Greek Elements in Arabic Linguistic Thinking*. Leiden: Brill
  
  - **Journals**
    - Language
    - Linguistic Inquiry
    - Linguistics and Philosophy
    - Natural Language and Linguistic Theory

## **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.

## **Module/ Course Policies:**

1. You are allowed up to (3) absences. 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.