

**Choice Based Credit System (CBCS)**

# UNIVERSITY OF DELHI

**DEPARTMENT OF LINGUISTICS**

**UNDERGRADUATE PROGRAMME  
(Courses effective from Academic Year 2015-16)**



## **SYLLABUS OF COURSES TO BE OFFERED** **Core Courses, Elective Courses & Ability Enhancement Courses**

**Disclaimer:** The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of Courses Under Undergraduate Programme (B.A./ B.Com.)**

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<b><u>I. Core Course</u></b> <b>(12 Papers)</b> Two papers – English Two papers – MIL Four papers – Discipline 1. Four papers – Discipline 2. <b>Core Course Practical / Tutorial*</b> <b>(12 Practicals)</b>	12X4= 48	12X5=60
<b><u>II. Elective Course</u></b> <b>(6 Papers)</b> Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Inter disciplinary Two papers from each discipline of choice and two papers of interdisciplinary nature. <b>Elective Course Practical / Tutorials*</b> <b>(6 Practical/ Tutorials*)</b> Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	6x4=24	6X5=30
	6 X 2=12	6X1=6
<ul style="list-style-type: none"> <li><b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b> <b>(2 Papers of 2 credits each)</b> Environmental Science English Communication/MIL	2 X 2=4	2 X 2=4
<b>2. Ability Enhancement Elective</b> <b>(Skill Based)</b> <b>(4 Papers of 2 credits each)</b>	4 X 2=8	4 X 2=8
	<hr/> Total credit= 120	<hr/> Total = 120

**Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.**

**\*wherever there is a practical there will be no tutorial and vice-versa.**

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN**  
**B.A. (PROGRAMME) WITH LINGUISTICS**

<b>Sem.</b>	<b>Core Course (4)</b>	<b>Ability Enhancement Compulsory Course (AECC)</b>	<b>Skill Enhancement Course (SEC) (4)</b>	<b>Discipline Specific Elective Course DSE (2)</b>	<b>Generic Elective GE (2)</b>
I	<b>DSC-1</b> Introduction to Language				
II	<b>DSC-2</b> Elementary Phonetics and Phonology				
III	<b>DSC-3</b> Morphosyntactic Processes		<b>SEC-1</b> Understanding Human Language		
IV	<b>DSC-4</b> Language, Mind and Brain		<b>SEC-2</b> Understanding Hindi as a Foreign Language		
V			<b>SEC-3</b> Understanding Concepts of Translation	<b>DSE-1</b> Language, Society and Language Change	<b>GE-1</b> Issues in Applied Linguistics-I
VI			<b>SEC-4</b> Understanding Concepts of Language Acquisition and Intervention	<b>DSE-2</b> Linguistic Tradition and Historical Linguistics	<b>GE-2</b> GE2(i) Issues in Applied Linguistics-II Or GE2(ii) Language Interfaces

## **Structure of B.A (Programme) with Linguistics under Choice Based Credit System**

### **Core Courses—Discipline Specific Course (DSC)-4**

DSC-1: Introduction to Language

DSC-2: Elementary Phonetics and Phonology

DSC-3: Morphosyntactic Processes

DSC-4: Language, Mind and Brain

### **Discipline Specific Elective (DSE) Any Two**

DSE-1: Language, Society and Language change

DSE-2: Linguistic Tradition and Historical Linguistics.

### **Generic Elective (Inter-Disciplinary) Any Two**

GE-1: Issues in Applied Linguistics- I

GE-2(i): Issues in Applied Linguistics- II  
or

GE-2(ii): Language Interfaces.

### **Skill Enhancement Course (SEC)**

SEC-1: Understanding Human Language

SEC-2: Understanding Hindi as a Foreign Language

SEC-3: Understanding Concepts of Translation

SEC-4: Understanding Concepts of Language Acquisition and Intervention.

## **Core Courses:-Core Linguistics- I**

### **DSC-1: INTRODUCTION TO LANGUAGE**

#### **UNIT I:**

Human language, form and functions; speech production; articulatory, auditory, and acoustic phonetics; consonants and vowels, tone, stress and accent; phone, phoneme, allophone.

#### **UNIT II:**

Morphology and Syntax- morph, morpheme and allomorph; inflection versus derivation; grammatical categories; morpho-syntactic primes: tenses, aspect, mood, voice, case, person, number, gender, compounding and other processes of word formation; phrase, clause and sentence structure.

#### **UNIT III:**

Meaning relations; sentence meaning and propositions; pragmatic meaning, discourse and politeness.

#### **Suggested Readings:**

Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001):**Linguistics: An Introduction to Language and Communication.** MIT, Cambridge, USA

Blake, Barry J. 2008. **All About Language.** Oxford University Press, Oxford.

Fromkin V. and R. Rodman. 1974. **An Introduction (Language.** New York: Holt, Rinehart and Winston.

Hockett, C.F. 1958. **A Course in Modern Linguistics.** New York: Macmillan.

Lyons, John (2003) **Language and Linguistics.** Cambridge University Press

O'Grady, W; Dobrovolsky, M. and Aronoff, M. 2004. **Contemporary Linguistics: An Introduction.**5th Edition. New York: St. Martin's Press.

Radford , A.; Atkinson, M.; Britain, D.; Clashes, H. and Spencer, A. 2002. **Linguistics: An Introduction.** Cambridge University Press, Cambridge

Yule, G. 1996. **The Study of Language**(2nd edition) Cambridge: Cambridge University Press.

## **Core Linguistics- II**

### **DSC-2: ELEMENTARY PHONETICS AND PHONOLOGY**

#### **UNIT I:**

Classification of sounds: place and manner of articulation, major classes: vowels, consonants, liquids and glides, Secondary articulation.

#### **UNIT II:**

Concept of distinctive features, Phoneme and allophones- contrast and complementary distribution.

#### **UNIT III:**

Cardinal vowels, Phonetic transcription (IPA).

#### **Suggested Readings:**

Abercrombie, D. 1967. **Elements of General Phonetics**. Edinburgh: Edinburgh University Press.

Baltaxe, C.V. 1978. **Foundations of Distinctive Feature Theory**. Baltimore: University Park Press.

Bloch, B. and G.L. Trager, 1950. **Outline of Linguistic Analysis**. Baltimore: Linguistic Society of America (2<sup>nd</sup> ed).

Fudge, E.C. (ed.) 1973. **Phonology**. Harmondsworth: Penguin.

Ladefoged, P. 1975. **A Course in Phonetics**. New York: Harcourt Brace Jovanovich.



## Core Linguistics- III

### DSC-3: MORPHOSYNTACTIC PROCESSES

**UNIT I:** Word classes: Parts of speech; nouns and verbs, determiners, adjectives, pronouns, prepositions/postpositions, conjunctions, adverbs, interjections; open and closed classes; content words and function words.

**UNIT II:** Processes of word formation; structure of word, segmentation and analysis; word and its parts; compounds; affixes; zero derivation; reduplication.

**UNIT III:** Types of sentences: Declarative, Interrogative [Yes-no, Wh- questions]; embedded sentences [coordination, complementation, relativization etc.]; simple, compound and complex sentences; simple and complex predicates.

#### **Suggested Readings:**

Aronoff, M. and K. Fudeman (2005). **What is Morphology?** Oxford: Blackwell.

Bauer, L. 1988. **Introducing Linguistic Morphology.** Edinburgh: Edinburgh University Press.

Burton-Roberts, N. (1986) **Analysing Sentences: An Introduction to English Syntax.** Cambridge: CUP.

Haspelmath, M. (2002) **Understanding Morphology.** London: Arnold.

Hockett, C. 1958. **A Course in Modern Linguistics.** New York: Macmillan.

Katamba, F. 1993. **Morphology.** London: Macmillan.

Radford, A. (1988) **Transformational Grammar: A First Course.** CUP, 1988.

Tallerman, M. (2005). **Understanding Syntax.** London: Arnold.

Yule, George (2005) **The study of Language.** Cambridge University Press.

## **Core Linguistics- IV**

### **DSC-4: LANGUAGE, MIND AND BRAIN**

#### **UNIT I:**

Language as a biological behavior; notion of language faculty; production, perception and comprehension of language.

#### **UNIT II:**

Brain and language, cerebral dominance and lateralization, Aphasia and dyslexia.

#### **UNIT III:**

Acquisition of language, stages of language acquisition, role of input and motherese.

#### **Suggested Readings:**

Bickerton, D. 1995. **Language and Human Behavior**. University of Washington Press.

Caplan, D., Lecours, R. Andre and Smith, A. (eds.) 1984. **Biological Perspectives on Language**. Cambridge, Massachusetts: MIT Press.

Jakobson, R. and Halle M. 1971. **The Fundamentals of language**. The Hague: Mouton, (2<sup>nd</sup> edition).

Lieberman, P. 1984. **The Biology and Evolution of language**. Cambridge Massachusetts: Harvard University Press.

Lahey, M. 1988. **Language Disorder and Language Development**. New York: Macmillan.

Warren, Paul (2002) **Introducing Psycholinguistics**. Cambridge University Press.

## **Discipline Specific Elective (DSE) Any Two**

### **DSE-1: LANGUAGE, SOCIETY AND LANGUAGE CHANGE**

#### **UNIT I:**

Language, culture and society: Speech-communities; language and culture; language, dialect and idiolect; sociolinguistic variation; bi/multilingualism; scheduled and non-scheduled languages of India.

#### **UNIT II:**

Language classification and change: The genealogical, typological and areal system of classification of languages; language families of India.

#### **UNIT III:**

Language change: phonetic and phonemic change; morphological change, syntactic change; and semantic change; language contact and convergence.

#### **Suggested Readings:**

Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001): **Linguistics: An Introduction to Language and Communication** , MIT, Cambridge, USA

Blake, Barry J. 2008. **All About Language**, Oxford University Press, Oxford.

Campbell, Lyle. 2004. **Historical Linguistics: An Introduction**. Edinburg: Edinburg University Press (2<sup>nd</sup>edn.)

Hudson, R. A. 1996. **Sociolinguistics**. Cambridge: Cambridge University Press (2<sup>nd</sup>edn.)

Lehmann, Winfred P. 1962. **Historical Linguistics: An Introduction**. New York: Holt, Rinehart & Winston.

Lyons, John. 1981. **Language and Linguistics**. Cambridge: Cambridge University Press.

O'Grady, W; Dobrovolsky, M. and Aronoff, M. 2004. **Contemporary Linguistics: An Introduction**, 5th Edition. New York: St. Martin's Press.

Radford , A.; Atkinson, M.; Britain, D.; Clashen, H. and Spencer, A. 2002. **Linguistics; An Introduction**, Cambridge University Press, Cambridge

Yule, G. 1996. **The Study of Language (2nd edition)** Cambridge: Cambridge University Press. Oxford University Press, Oxford.

## **DSE-2: LINGUISTIC TRADITION AND HISTORICAL LINGUISTICS**

### **UNIT I:**

Indian grammatical tradition; Yask, Panini, Bhartrhari and Tholkappiyar; Western encounter with Sanskrit and its impact.

### **UNIT II:**

Language families of India, India as a linguistic area.

### **UNIT III:**

Historical linguistics, language change and types, Grimm's Law, comparative method and internal reconstruction.

### **Suggested Readings:**

Bynon, T. 1977. **Historical Linguistics**. Cambridge, Cambridge University Press.

Lehmann, W.P. 1973. **Historical Linguistics: An Introduction**. New York: Holt (2<sup>nd</sup> Edition)

Sharma, Ramesh Chand (ed.). 1995. **Indian Theory of Knowledge and Language**. Bahri Publication, Delhi.

## **Generic Elective (Inter-Disciplinary) Any Two**

### **GE-1: ISSUES IN APPLIED LINGUISTICS- I**

#### **UNIT I: Linguistics and Translation**

Principles of translation; types of translation; interpretation and transcreation; problems of translation

#### **UNIT II: Linguistics and Media**

Language use in print media; language in advertising; language in TV and cinema; political discourse; language and empowerment

#### **UNIT III: Linguistics and Business Communication**

Interpersonal and business communication; message structure and message rewriting; effective textual strategies: clarity, conciseness, consistency and coherence; content, style and persuasion; document summarization; report writing.

#### **Suggested Reading:**

Hatim B & I Mason. 1990. **Discourse and the Translator**. London: Longman

Lehman, Carol M. & DuFrene, Debbie D. 2010 **Business Communications**. Mason, USA: South-Western Cengage Learning.

Munday J. 2001. **Introducing Translation Studies: Theories and Applications**. London: Routledge

Wray Alison, Trott Kate, & Bloomer Aileen. 1998. **Projects in Linguistics**. London: Arnold

Yule, G. 1996. **The study of language**. Cambridge: Cambridge, University Press.

## **GE-2(i): ISSUES IN APPLIED LINGUISTICS- II**

### **UNIT I: Linguistics and Language Teaching**

Learning theories and language teaching; notions of mother tongue (M.T.) and other tongue (O.T.); second and foreign language teaching; methods of language teaching; syllabus design and language testing.

### **UNIT II: Linguistics and Lexicography**

Structure and function of lexeme, types of dictionaries; dictionary making: collection, selection and organization of materials; problems in dictionary making.

### **UNIT III: Clinical Linguistics**

Linguistics and language pathology; neurolinguistics and linguistic aphasiology; aphasia, agrammatism and dyslexia; speech pathology and stuttering.

### **Suggested Readings:**

Hughes A. 2003. **Testing for Language Teachers**. Cambridge: CUP(2<sup>nd</sup>edn)

Caplan, D. 1997. **Language: structure, processing and disorders**. Cambridge: Cambridge University Press.

Caplan. D. 1987. **Neurolinguistics and linguistic aphasiology**. Cambridge: Cambridge University Press.

Goodglass, H. 1993. **Understanding Aphasia**. San Diego : Academic Press.

Gordzinsky. Y. 1990. **Theoretical perspective on language deficits**. Cambridge: MIT Pres.

McNamara T. 2000. **Language Testing**. Oxford: OUP

Richards J C & Rogers T S (2001) **Approaches and Methods in Language Teaching (2nd edition)** Cambridge: CUP

Yalden J. 1987. **Principles of Course Design for Language Teaching**. Cambridge. CUP

Zgusta,L. 1971. **Manual of Lexicography**. The Hague: Mouton.

## **GE-2(ii): LANGUAGE INTERFACES**

### **UNIT I: Language and Mind**

Language as biological behaviour, brain and language; language faculty and language acquisition, motherese; normal and pathological language.

### **UNIT II: Language and Machine**

Computational linguistics and Natural language processing; parsing and generation, computer aided translation and language teaching.

### **UNIT III: Language and Literature**

The relation of language to literature; emotive versus scientific language; standard language versus poetic language; aesthetics, and poetics; language variation and styles of language use.

### **Suggested Readings:**

Aitchison, J. 2008. **The Articulate Mammal – An introduction to psycholinguistics.** New York: Routledge

Caplan, D. 1987. **Neurolinguistics and linguistic aphasiology.** Cambridge: Cambridge University Press.

Carroll, D.W. 1994. **Psychology of language.** California: Brooks Cole Co.

Carter, R. 1982 **Language and Literature: An Introductory Reader in Stylistics.** London: Allen and Unwin Publication.

Grishman, Ralph. 1987. **Computational linguistics: An introduction,** Cambridge: Cambridge University Press.

Lenneberg, E. H. 1967 **Biological Foundations of Language.** New York: John Wiley

Verma, S. K and Krishnaswamy, N. 1989. **Modern linguistics: An introduction.** New Delhi: Oxford University Press.

Yule, G. 1996. **The study of language.** Cambridge: Cambridge, University Press.

## **Skill Enhancement Courses (SEC)**

### **SEC-1: UNDERSTANDING HUMAN LANGUAGE**

#### **Unit I**

Language and its nature as a system; spoken and written forms; speech production.

#### **Unit II**

Knowledge about the sound patterns of language and its application in context: accents, dialects and other types of patterned variation in language; language, identity and ethnicity, gender-based and stylistic variations.

#### **Unit III**

Structure of words and sentences; regularities and linguistic data; language and culture; and humor and politeness.

#### **Suggested Readings:**

Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001):**Linguistics: An Introduction to Language and Communication**. MIT, Cambridge, USA

Blake, Barry J. 2008. **All About Language**. Oxford University Press, Oxford.

Lyons, John (2003) **Language and Linguistics**. Cambridge University Press

Hockett, C.F. 1958. **A Course in Modern Linguistics**. New York: Macmillan.



## **SEC-2: UNDERSTANDING HINDI AS A FOREIGN LANGUAGE**

### **UNIT I:**

Learners and teachers and the teaching and learning context; specific features of Hindi.

### **UNIT II:**

Processes of reading, writing, understanding and speaking Hindi; Hindi spoken in different areas; Hindi in media and cinema.

### **UNIT III:**

Hindi and the global India; conversational skills; soft skills for learning/teaching Hindi as a foreign language; a socio-cultural perspective of learning Hindi.

### **Suggested Readings:**

Brown, H. D. (2000). **Principles of Language Learning and Teaching (Fourth Edition)**. Essex: Longman.

Faerch, C., & Kasper, G. (1983). **Plans and strategies in foreign language communication**. In C. Faerch & G. Kasper (Eds.), **Strategies in interlanguage communication (pp. 20-60)**. London: Longman.

Novak, J. D. (1989). **Empowering Learners and Educators**. **Journal for Educators, Teachers and Trainers**, Vol. 4 (1), 1989 -9572.

Nunan, D. (1989). **Designing tasks for the communicative classroom**. Cambridge: Cambridge University Press.

### **SEC-3: UNDERSTANDING CONCEPTS OF TRANSLATION**

#### **UNIT I:**

Nature and scope of translation: different theories of translation, use of linguistics in translation.

#### **UNIT II:**

Principles of translation; role of the translator; types of translation.

#### **UNIT III:**

Text analysis; process of translation; methods of translation; problem areas in translation.

#### **Suggested Readings:**

Basnett-Mc Guire, S. 1980. **Translation studies**. London and New York: Methuen.

Catfor, G.C. 1965. **A linguistic theory of translation: an essay in applied linguistics**. London: Pinter publishers.

Eugene, N. 1964. **Toward a Science of Translation**. Leiden: E.J. Brill.

Newmark, P. 1988. **A Textbook of Translation**. England, Hempstead: Prentice Hall.

## **SEC-4: UNDERSTANDING CONCEPTS OF LANGUAGE ACQUISITION AND INTERVENTION**

### **UNIT I:**

Introduction to language acquisition; linguistic environment and language acquisition.

### **UNIT II:**

Motivation and language acquisition; cross linguistic influences on language acquisition; theoretical models of language acquisition; intra/intercultural language differences and their impact on mainstream communicative competence,

### **UNIT III:**

Language acquisition and strategies for facilitating acquisition; normal and pathological language; the nature of deficits in disorders of language, speech, and hearing; intervention and rehabilitation.

### **Suggested Readings:**

Ellis, Rod (1994). **The Study of Second Language Acquisition**. Oxford Oxfordshire: Oxford University Press.

Brooks, Dennis (2014) **Breaking With Dyslexia**, Lulu Publishing Services.

Ingram, David (1989) **First Language Acquisition**, Cambridge University Press, Cambridge.

Leontiev, A. (1981). **Psychology and the language learning process**. London: Pergamon.

Tomasello, M. (2003). **Constructing language: A usage-based theory of language acquisition**. Cambridge, MA: Harvard University Press.