



Department of English
College of Education
University of Salahaddin

Subject: Linguistics

Coursebook – 3rd Year

Lecturer's Name: Basima Othman Mahmood

Academic Year: 2023/2024

Coursebook

Course name	Morphology
Lecturer in charge	Basima Othman Mahmood
Department/ College	Department of English /College of Education
Contact	E-mail:basima.mahmood@su.edu.krd
Time (in hours) per week	4 Hours
Office hours	30 Hours
Course code	
Teacher's academic profile	EDUCATION: <ul style="list-style-type: none">• Bachelor in English language and Literature 1992-1993

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	<ul style="list-style-type: none">• Master in linguistics (2003-2005)• PhD in Linguistics (2014-2018) <p>Employment :</p> <ul style="list-style-type: none">• Lecturer at Salahaddin University, English Department since September 2006- upwards.
Keywords	morphology, Inflectional, and Derivational Morphemes
Course overview: Introduction to Linguistics is a foundational course designed to provide students with a comprehensive understanding of the fundamental principles and concepts that underlie the scientific study of language. This course introduces students to the field of linguistics, its sub-disciplines, and its relevance to various aspects of human communication and society. It explores the structure, sounds, and meanings of language, as well as the ways in which language is used in different contexts.	
Course objective: 1. Apply linguistic theory and methods to analyse the relationships among languages and cultures. 2. Explain meaning with a structural linguistic methodology. 3. Evaluate the role of nonverbal communication in both animals and humans. 4. Examine language in socio-cultural events. 5. Analyze spoken language using the International Phonetic Alphabet. 6. Compare and contrast spoken and signed languages..	
Student's obligation: <ul style="list-style-type: none">• Attendance is mandatory.• Students must arrive to class on time; any lateness will be treated as an absence.• Talking during lectures is totally forbidden.• The use of cell phones during lectures is strictly prohibited.• Being prepared and actively participating in all activities are essential for achieving success.• You may work on problem sets in groups; however, the answers must be presented individually and in your own words. Plagiarism will not be tolerated. Remember that homework assignments are not only a way for me to assess your progress but also for you to self-assess. Relying on others to come to conclusions regarding problem sets will not help you to come to the correct solutions to exam problems.	

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<p>Forms of teaching</p> <p>1- Textbook 2-Whiteboard 3-Data show</p>												
<p>Assessment:</p> <p>Quizzes and Exams: Assessing knowledge of course content. Assignments: Applying linguistic concepts to practical exercises. Class Participation: Engaging in discussions and activities. Research Project or Presentation: Demonstrating in-depth understanding of a specific .linguistic topic</p>												
<p>Assessment scheme</p> <table border="1"><thead><tr><th>Activity</th><th>% of the final grade</th></tr></thead><tbody><tr><td>Participation and attendance</td><td>10 %</td></tr><tr><td>Assignments and quizzes</td><td>10 %</td></tr><tr><td>Midterm Examination</td><td>20 %</td></tr><tr><td>Final exam</td><td>60 %</td></tr><tr><td>Total</td><td>100 %</td></tr></tbody></table>	Activity	% of the final grade	Participation and attendance	10 %	Assignments and quizzes	10 %	Midterm Examination	20 %	Final exam	60 %	Total	100 %
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Total	100 %											
<p>Student learning outcome:</p> <p>Upon successful completion of this area, students will:</p> <ul style="list-style-type: none">• Gain technical mastery over the tools of linguistic analysis;• Gain an understanding of linguistic theory as it applies in these areas;• Learn how to investigate linguistic data and analyze it;• Develop strong problem-solving skills in linguistics;• Students will reason about language;• Identify how incorrect or irrational assumptions and prejudices distort understanding of language;• Demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation, and evaluate popular views on the nature of human languages and their speakers.												
<p>Course schedule and topics:</p> <p>Introduction. Course outline. What is Linguistics?</p> <p>Linguistics vs. Traditional Grammar</p> <p>The scope of Linguistics</p> <p>What is Language?</p>												

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The origins of language

The divine source

The natural sound source

The social interaction source

The physical adaptation source

Teeth, lips, mouth, larynx and pharynx

The tool-making source

The genetic source

Study questions

Animals and human language

Communication

Properties of human language

Displacement

Arbitrariness

Productivity

Cultural transmission

Duality

Talking to animals

Chimpanzees and language

Washoe

Sarah and Lana

The controversy

Kanzi

Using language

Semantics

Meaning

Semantic features

Semantic roles

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Agent and theme

Instrument and experiencer

Location, source and goal

Lexical relations

Synonymy

Antonymy

Hyponymy

Prototypes

Homophones and homonyms

Polysemy

Word play

Metonymy

Collocation

Study questions

Pragmatics

Pragmatics

Context

Deixis

Reference

Inference

Anaphora

Presupposition

Speech acts

Direct and indirect speech acts

Politeness

Negative and positive face

Study questions

Discourse analysis

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Discourse analysis

Interpreting discourse

Cohesion

Coherence

Speech events

Conversation analysis

Turn-taking

The co-operative principle

Hedges

Implicatures

Background knowledge

Schemas and scripts

Study questions

Language and the brain

Neurolinguistics

Language areas in the brain

Broca's area

Wernicke's area

The motor cortex and the arcuate fasciculus

The localization view

Tongue tips and slips

The tip of the tongue phenomenon

Slips of the tongue

Slips of the ear

Aphasia

Broca's aphasia

Wernicke's aphasia

Conduction aphasia

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Dichotic listening
The critical period
Genie
Study questions
First language acquisition
Acquisition
Input
The acquisition schedule
Cooing and babbling
The one-word stage
The two-word stage
Telegraphic speech
The acquisition process
Developing morphology
Developing syntax
Forming questions
Forming negatives
Developing semantics
Study questions
Second language acquisition/learning
Second language learning
Acquisition and learning
Acquisition barriers
Affective factors
Focus on method
The grammar–translation method
The audiolingual method
Communicative approaches

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Focus on the learner Transfer Interlanguage Motivation Input and output Communicative competence Applied linguistics Study questions Final Examination
Course Requirements Participation. As a student in this course, you will be expected to participate in the lecture. Some of the material may be unfamiliar and challenging, so we will be divided into small groups to work through questions and explore the new concepts and to present the materials which are collected using data show or any other techniques. Assignments: They are worth 10 % of your total grade in this class, so it's to your advantage to do them. Exam problems will be very similar to these problems, and so by doing the assignments, you'll be preparing yourself for the exams. Class atmosphere. We all bring different points of view to the class. My hope is that we will be able to appreciate the different points of view of the other students. The students can put their hands up to ask, suggest, or answer. Attendance does not directly count toward your grade in this class. Of course, it's always to your advantage to come to class, if you want to do well – especially because the book doesn't cover everything we do in class. If you have unfortunate life circumstances that mean you will need to miss lots of classes, let me know as soon as possible and we'll make arrangements accordingly.
Extra notes: Open-book and take-home exams Problem-based exams Oral exams
Examinations: <ul style="list-style-type: none">• Essays• Multiple choice• Filling the blanks

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- Do as required
- Analytical tasks

Forms of Teaching:

The way of teaching varies between teacher-centered and student-centered techniques. This way includes lectures, problem-based exercises, and tasks for peer and group teams. Other teaching devices are used like data show and whiteboard.

References:

- **An Introductory English Grammar**, 5th Edition by NORMAN C. STAGEBERG.
- **The Study of Language**, 4th edition by GEORGE YULE.
- **An Introduction to Language**, 9th edition by FROMKIN ET AL.