



**Coursebook**

<b>1. Course name</b>	Linguistics
<b>2. Lecturer in charge</b>	Hoshang Najmaddin Mustafa
<b>3. Department/ College</b>	English / Languages
<b>4. Contact</b>	e-mail: hoshang.mustafa@su.edu.krd Tel: (optional): 0750 731 82 52
<b>5. Time (in hours) per week</b>	For example Theory: 2 Practical: N/A
<b>6. Office hours</b>	2 hours Sunday
<b>7. Course code</b>	/
<b>8. Teacher's academic profile</b>	Hoshang N. Mustafa graduated from the English Department of the College of Arts, Salahaddin University-Hawler in 2001. He got his MA in 2011 in English Language and Literature from Pune University, India. His MA was a course taught. Furthermore, he is interested in discourse analysis and pedagogy and has participated in several workshops concerning the most recent methods of teaching and their application, e.g. the University of Cincinnati-Salahaddin linkage conference on student-centered pedagogy and research in Kurdistan, Iraq (13-14 April, 2013)
<b>9. Keywords</b>	Linguistics, Semantics, Pragmatics, Psycholinguistics, Stylistics, Language Change.

### **10. Course overview**

This course is designed to provide students with an introduction to the basic descriptive levels of language, its aims, aspects and its relationship with other disciplines., explaining basic concepts and essential terminology, with examples from both English and Kurdish languages. The course is intended to explain language beyond grammar, the course covers semantics, language use and conversation (pragmatics), language and mind (psycholinguistics), literary language (stylistics), language change (historical linguistics).

### **11. Course objective**

The principal objective of this module is to make students get familiarity with the importance and use of the field of Linguistics in English language. In a more specific sense, the main objectives of the module are to:

1. Make students have a fundamental understanding of the basic nature and history of linguistics
2. Introduce students to some branches of linguistics and help students realize the significance of studying each branch
3. Make students gain familiarity with all topics relating to every branch.
4. Provide students with some sense of the ways in which knowledge and understanding progresses in this field.
5. Encourage students to compare English and Kurdish languages.

### **12. Student's obligation**

The students are normally required and greatly encouraged to attend the classes for the whole academic year. In addition, they are encouraged to practice the topics and materials taught in any class session in pairs or groups.

### **13. Forms of teaching**

All the sessions will be based on student-centered approach rather than teacher-centred approach. In order to achieve the objective of each session, a topic usually is introduced in the class and explained, and then students are given leeway to discuss and practice the topic with providing a supportive learning environment. Apart from reading their text book, a number of exercises will be provided to more practice the topics studied.

Additionally, power point presentations and white board will principally be the teaching aids to generate the necessary motivation in the students. Students will also be encouraged to present seminars.

#### 14. Assessment scheme

The structure of assessment of Linguistics module will be as follows:

Marking system: There will be 40 marks until the final exam

- **Monthly Written Test 1:** 15 marks
- **Monthly Written Test 2:** 15 marks
- **Assignments and Quizzes :** 5 marks
- **Class Participation:** 5 marks
- **Final Exam:** 60 marks

#### 15. Student learning outcome

On the completion of the course, students will have acquired a wide range of topics in linguistic theory and linguistic branches, based on different languages including English, and to provide some sense of the ways in which knowledge and understanding develops in this field.

#### 16. Course Reading List and References

Aitchison, J. (2003) *Aitchison's Linguistics: Teach Yourself*. Hodder Headline: London.

Yule, G. (2017) *The Study of Language*. Cambridge: Cambridge University Press, (6th ed.).

Fromkin, et al. (2017) *An Introduction to Language*. Cengage Publication, (11th ed).

Hudson, Grover (2000) *Essential Introductory Linguistics*. Blackwell Publication.

17. The Topics	Lecturer's name
<p><b>Week 1, 2, 3, 4:</b> Introduction and Semantics  <b>Week 5, 6, 7, 8:</b> Semantics and Pragmatics  <b>Week 9,10, 11, 12:</b> Pragmatics and Sociolinguistics  <b>Week 13,14:</b> Pragmatics and Sociolinguistics  <b>Week 15 , 16:</b> Revision and First Term Exam  <b>Week 17, 18, 19:</b> Sociolinguistics and Psycholinguistics  <b>Week 20,21, 22:</b> Psycholinguistics and Stylistics  <b>Week 23,24,25:</b> Stylistics and Language change  <b>Week 26, 27, 28:</b> language change and Comparing Languages  <b>Week 29:</b> Revision and Second Term Exam  <b>Week 30:</b> Revision</p>	<p>Hoshang N. Mustafa</p> <p>03/10/2021</p>
<p><b>18. Practical Topics (If there is any)</b></p>	
	Lecturer's name

	ex: (.....)
	ex: .....
<b>19. Examinations</b>	
Here are some sample questions:	
<b>Q1: Define the following terms</b>	
<ol style="list-style-type: none"><li>1. Synonyms</li><li>2. Semantics</li><li>3. Adjacency pairs</li><li>4. Foregrounding</li></ol>	
<b>Q2: What distinctions would you draw between:</b>	
<ul style="list-style-type: none"><li>- language learning and language acquisition.</li><li>- Dialect and accent.</li></ul>	
<b>Q3: Explain the following:</b>	
<ul style="list-style-type: none"><li>- All languages are continually changing.</li></ul>	
<b>20. Extra notes</b>	
<b>21. Peer review</b>	
This coursebook has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section. <i>(A peer is person who has enough knowledge about the subject you are teaching; he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).</i>	