

Course title	<b>A SYSTEMIC APPROACH TO INTONATION</b>																														
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes																														
Course code	MALINGE 513																														
Semester	III																														
Number of credits	4																														
Maximum intake	20																														
Day/Time	Tuesday & Thursday: 9.00 – 11.00 am																														
Name of the teacher/s	Dr. Meena C. Debashish																														
Course description	<p><b>i) A brief overview of the course</b></p> <p>This course introduces the Systemic Functional Linguistic approach to the study of English intonation, where intonation is considered to be part of grammar. A trinocular principle is adopted to study the systems of INTONATION which realize the systems of LEXICOGRAMMAR for construing the systems of SEMANTICS in different contexts of situations and culture. The main purpose of this course is to equip students with two skills for studying and applying the functions of the English intonation system: The Systemic Functional model of intonation, and PRAAT, a speech analysis software. It will also enable students to understand the nuances of English speech and efficiently use the interpersonal system of English intonation in different contexts of situations.</p> <p><b>ii) Objectives of the course (Cos) in terms of Programme Specific Outcomes (PSOs)</b></p> <p><b>iii) Learning outcomes (LOs) —a) domain-specific outcomes b) value addition/ c) skill-enhancement/d) employability quotient</b></p> <p>At the end of the course, students will</p> <table border="1"> <thead> <tr> <th></th><th>COs</th><th>PSOs</th><th>LOs</th></tr> </thead> <tbody> <tr> <td>CO1</td><td>obtain an understanding of the systems of English Intonation using the Systemic Functional theory</td><td>PSO1 PSO2 PSO3</td><td>domain Specific</td></tr> <tr> <td>CO2</td><td>learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations</td><td>PSO5 PSO6</td><td>skill enhancement</td></tr> <tr> <td>CO3</td><td>acquire the systemic functional expertise to study/use the systems of English Intonation and their metafunctions.</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO4</td><td>learn to use PRAAT to study/run experiments in intonation.</td><td>PSO5 PSO6 PSO7</td><td>skill enhancement</td></tr> <tr> <td>CO5</td><td>be able to identify their needs as L2 users of English and address them</td><td>PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> <tr> <td>CO6</td><td>acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English</td><td>PSO5 PSO8 PSO12 PSO15</td><td>skill enhancement; value addition; employability quotient</td></tr> </tbody> </table>				COs	PSOs	LOs	CO1	obtain an understanding of the systems of English Intonation using the Systemic Functional theory	PSO1 PSO2 PSO3	domain Specific	CO2	learn to adopt a trinocular perspective to study spoken English texts in various contexts of situations	PSO5 PSO6	skill enhancement	CO3	acquire the systemic functional expertise to study/use the systems of English Intonation and their metafunctions.	PSO5 PSO6 PSO7	skill enhancement	CO4	learn to use PRAAT to study/run experiments in intonation.	PSO5 PSO6 PSO7	skill enhancement	CO5	be able to identify their needs as L2 users of English and address them	PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient	CO6	acquire the necessary skills for making effective choices in the textual and interpersonal meanings in their everyday spoken interactions, and thereby become confident, and efficient users/speakers of English	PSO5 PSO8 PSO12 PSO15	skill enhancement; value addition; employability quotient
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Course delivery	1. Lecture: 50% 2. Experiential learning 50%: tutorial/lab sessions – working with PRAAT software
Evaluation scheme	<b>Internal (modes of evaluation): 50</b> (Best 2 out of 3)  <b>End-semester (mode of evaluation): 50</b> 1. Term paper (Written+Practical): 50
Reading list	<b>Essential reading</b> 1. Halliday, M.A.K. 1967. <i>Intonation and Grammar in British English</i> . The Hague: Mouton. 2. Halliday, M.A.K. 1970. <i>A Course in Spoken English: Intonation</i> . London: Oxford University Press. 3.Halliday, MAK, and C.M.I.M. Matthiessen. 2014. <i>An Introduction to Functional Grammar</i> , 4 <sup>th</sup> ed. London: Edward Arnold.  <b>Additional reading:</b> As and when required...

Course Title	<b>Linguistic Phonetics</b>
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	<b>MALINGC 611</b>
Semester	III
No. of Credits	4
Maximum intake	30
Day/ Time	Monday: 9.00 am – 11.00 am Friday: 11.00 am – 1.00 pm
Name of the teacher/s	Prof. S. Jayaraju (Acoustics & IPA) Dr. Didla Grace ( Articulatory)
Course Description:	<p><b>A brief overview of the course</b></p> <p>The course ‘Linguistic Phonetics’ is an advanced level course which deals with the theoretical and practical aspects of three domains of Phonetics: articulation, IPA and acoustics. As part of the articulatory module, various speech mechanisms such as initiation, phonation, and articulation involved in the production of speech sounds, not just of English but also of other languages of the world are dealt with. IPA (International Phonetic Alphabet) is introduced and is backed by practice sessions in production, perception, and transcription of speech sounds. Similarly, theoretical inputs in acoustic phonetics are followed by hands on practical sessions in PRAAT (a speech analysis software), to enable learners get a grip on the acoustic analysis of speech. This skill is essential for students aiming to do research in the field of phonetics.</p> <p>Pre-requisite: MALINGC 511 - Phonetics and Spoken English</p> <p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Catford, J.C. (1977).Fundamental Problems in Phonetics. Edinburgh: Edinburgh University Press.</li> <li>2. Denes, P. and Pinson,E.N.(1993). The Speech Chain, 2<sup>nd</sup> ed.Oxford: W. H. Freeman and Company.</li> <li>3. Fry, D.B. (1979). The Physics of Speech. Cambridge: Cambridge University Press.</li> <li>4. Ladefoged, P. (1996). Elements of Acoustic Phonetics, 2<sup>nd</sup> ed.Chicago: University of Chicago Press.</li> <li>5. Ladefoged, P. and Johnson, K. (2001). A Course in Phonetics, 6<sup>th</sup> ed. Wadsworth: Cengage Learning.</li> </ol> <p>(i) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>On completion of the course, the students will</p>

	<table><tr><td>CO1</td><td>Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics</td><td>PO1, PO2, PO3</td><td>Domain Specific s</td></tr><tr><td>CO2</td><td>Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech</td><td>PO1, PO2, PO3</td><td>Domain Specific</td></tr><tr><td>CO3</td><td>Identify, produce, perceive and transcribe all the sounds of IPA</td><td>PO9, P10</td><td>Application of knowledge and skills</td></tr><tr><td>CO4</td><td>Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech</td><td>PO1, PO2  PO9, P10</td><td>Domain Specific  Application of knowledge and skillss</td></tr><tr><td>CO5</td><td>Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.</td><td>PO7,  P10</td><td>Skill Enhancement s Application of knowledge and skills</td></tr><tr><td>CO6</td><td>Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages</td><td>PO13 PO14</td><td>Generic Learning</td></tr></table>	CO1	Gain an in-depth understanding of the theoretical underpinnings of the three domains of phonetics: Articulation, IPA and Acoustics	PO1, PO2, PO3	Domain Specific s	CO2	Grasp the various articulatory mechanisms such as initiation, phonation and articulation involved in the production of speech	PO1, PO2, PO3	Domain Specific	CO3	Identify, produce, perceive and transcribe all the sounds of IPA	PO9, P10	Application of knowledge and skills	CO4	Comprehend the physics behind the transmission of speech sounds and acoustically analyse speech	PO1, PO2  PO9, P10	Domain Specific  Application of knowledge and skillss	CO5	Efficiently use speech analysis tools such as PRAAT, CSL, Mingogram, etc.	PO7,  P10	Skill Enhancement s Application of knowledge and skills	CO6	Apply the theoretical knowledge and analytical skills gained to describe and document Indian languages including lesser studied and endangered languages	PO13 PO14	Generic Learning
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Course Delivery	Lecture																								
Evaluation Scheme	<ul style="list-style-type: none"><li>Internal Assessment: 40 % (3 internal tests of 20 marks each)</li><li>Final Assessment: 60 %</li></ul>																								
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Course Title	<b>Advanced Topics in Semantics</b>
Category (Mention the appropriate category (a/b/c) in the course description	Existing course without changes
Course Code	<b>MALINGE - 651</b>
Semester	III
No. of Credits	4
Maximum intake	30
Day/ Time	Monday & Friday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Utpal Lahiri
Course Description:	<p>This course is a continuation of Semantics I and is intended to give a basic introduction to advanced topics.</p> <p>Topics include:</p> <p>Logical Form and Quantifiers Generalized Quantifier Theory Lambda Calculus Adverbial Modification and Event Semantics; tense, aspect Anaphora and Indexicals.</p>
Course Delivery	Lecture
Evaluation Scheme	Internals: 40 marks External: 60 marks
Reading List	<p>Required text: Altshuler, D., T. Parsons and R. Schwarzschild (2018). <i>A Course in Semantics</i>. MIT Press.</p> <p>Recommended texts: Chierchia, G. and S. McConnell-Ginet (2000). <i>Meaning and Grammar</i>. MIT Press (2nd Edition) Heim, I. and von Stechow (2007). <i>Notes on Intensional Semantics</i>. Ms., MIT (downloadable)</p>

Course title	<b>Language and Gender</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MALINGE 661
Semester	III
Number of credits	4
Maximum intake	40
Day/Time	Wednesday 9:00 - 11:00 am, Friday 2:00 - 4:00 pm
Name of the teacher/s	Smita Joseph
Course description	<p>Include the following in the course description</p> <p>a) A brief overview of the course:  This course explores the relationship between language and gender. It will introduce the earliest ideas regarding the language of women as given by Robin Lakoff and discuss the problems associated with these ideas. It will introduce the terms sex and gender and highlight the differences between the two concepts. The linguistic and non-linguistic resources that contribute to the making of male and female identities will also be discussed in the course. The course will also explore how language plays a role in changing gendered practices.</p> <p>b) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)  By the end of the programme, students will:  <b>PO1</b> acquire an advanced knowledge of various branches of languages sciences (theoretical and applied) and emerging developments in the field: <i>knowledge and understanding</i>  <b>PO2</b> acquire procedural knowledge for analysis of languages leading to research and development: <i>knowledge and understanding</i>  <b>PO3</b> acquire theoretical and functional understanding of phonetics with special reference to English: <i>knowledge and understanding</i>  <b>PO4</b> gain knowledge of Indian linguistic tradition: <i>knowledge and understanding</i>  <b>PO5</b> acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of sources: <i>skills</i>  <b>PO6</b> attain advanced analytical skills to evaluate research findings, to design and conduct research in various languages: <i>skills</i>  <b>PO7</b> gain expertise in using relevant tools to analyse linguistic data: <i>skills</i>  <b>PO8</b> apply theoretical and technical knowledge to analyse data from Indian and other languages: <i>application</i>  <b>PO9</b> apply advanced knowledge to carry out empirical studies in languages: <i>application</i>  <b>PO10</b> extend knowledge of linguistics to augment other disciplines such as Artificial Intelligence, Neuroscience, Cognitive Psychology, Forensic and Clinical Sciences, Legal Studies, Marketing, Diplomacy, etc.: <i>application</i>  <b>PO11</b> address language-related societal needs and issues: language planning, language maintenance,</p>

	<p>language standardisation, language variation and language and gender: <i>generic</i></p> <p><b>PO12</b> describe and document lesser-studied and endangered languages: <i>generic</i></p> <p><b>PO13</b> plan, execute, and report the results of an investigation: <i>generic</i></p> <p>c) Learning outcomes</p> <p>a) domain specific outcomes:</p> <p><b>CO1</b> Demonstrate a thorough awareness of the most important ideas and topics in the field of gender and language studies</p> <p><b>CO2</b> Understand how language reflects and constructs gender, specifically how men and women communicate and how language enacts femininity and masculinity</p> <p><b>CO3</b> Understand the language used by women, men, and children in a variety of circumstances, including casual conversation among friends and conversation in professional or public settings, arrived through a wide range of studies that the students will become familiar with</p> <p><b>CO4</b> Understand how gender and identity can be analyzed in language, arrived through a variety of different theoretical and methodological frameworks</p> <p><b>CO5</b> Understand the critical interaction with previous and contemporary approaches to the study of language and gender</p> <p><b>CO6</b> Compare actual data produced by sociolinguistics and discourse analysis with folk linguistic and stereotyped concepts of gender</p> <p><b>CO7</b> Acquire the knowledge and abilities necessary to conduct independent, empirical studies on language and gender</p> <p><b>CO8</b> Be equipped to look at how language shapes gender and other identities</p> <p><b>CO9</b> Understand gender and linguistic studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character</p> <p><b>CO10</b> Examine how gender and power dynamics are portrayed in language</p> <p><b>CO11</b> Demonstrate an understanding of the theoretical applications of language and gender studies in one's speech community</p> <p><b>CO12</b> Gain knowledge and sensitivity to the gender implications of the usage of English language in various circumstances</p> <p><b>CO13</b> Use appropriate spoken and written English to communicate in formal and academic settings</p> <p>b) value addition:</p> <p>The course enriches student competencies by bringing in gender sensitivity to various disciplines such as media, literature, sociology, education, anthropology, etc.</p> <p>c) skill-enhancement:</p> <p>Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences</p>
Course delivery	Lecture method for all modules
Evaluation scheme	<p>Internal (modes of evaluation):</p> <p>Three internal exams (MCQs, case study test, written exam = 40%)</p> <p>End-semester (mode of evaluation): Written exam (60%)</p>
Reading list	Essential reading:

	Eckert, P., & McConnell-Ginet, S. (2003). <i>Language and gender</i> . CUP
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Course title	<b>An Introduction to Language Acquisition</b>																																		
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes																																		
Course code	<b>MALINGC 691</b>																																		
Semester	III																																		
Number of credits	4 credits																																		
Maximum intake	40 intake <b>Prerequisite for the course</b> MALINGC 541: Syntax 1 MALINGC 531: Basic Issues in Morphology																																		
Day/Time	Monday & Friday: 11.00 – 1.00 pm																																		
Name of the teacher/s	Prof. Shruti Sircar																																		
Course description	<div> <div>(i) A brief introduction to the Course</div> <div> <p>Language Acquisition is an introductory course designed to enable students to acquire an understanding of the process of language acquisition, including how children learn words, learn sounds and learn how to construct grammatically correct sentences. It provides students with the basic skills for carrying out child language acquisition research. Issues covered include collecting, describing and interpreting children's data and reporting research findings. Students will be given an opportunity to analyze some data from a child who is in the process of learning language.</p> </div> <div> <div>(ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</div> <div> <p>On completion of the course, the students will</p> <table> <tr> <td><b>CO1</b></td><td>gain detailed knowledge of child language development</td><td>PO1</td><td>domain specific</td></tr> <tr> <td><b>CO2</b></td><td>learn about various language acquisition theories and theoretical debates in language acquisition research</td><td>PO1</td><td>domain specific</td></tr> <tr> <td><b>CO3</b></td><td>learn about the basic experimental procedures used to test children's linguistic knowledge</td><td>PO2</td><td>skill enhancement</td></tr> <tr> <td><b>CO4</b></td><td>learn how to collect samples of child language from different languages and different age groups</td><td>PO5, PO7</td><td>skill enhancement</td></tr> <tr> <td><b>CO5</b></td><td>develop skills for analyzing children's spontaneous and elicited language production</td><td>PO6, PO7</td><td>skill enhancement</td></tr> <tr> <td><b>CO6</b></td><td>apply knowledge of the features of child language to analyze children's language samples</td><td>PO6</td><td>domain specific</td></tr> <tr> <td><b>CO7</b></td><td>apply child language data to explain linguistic theorization</td><td>PO9, PO10</td><td>domain specific</td></tr> <tr> <td><b>CO8</b></td><td>apply concepts learnt to understand language in children with disabilities and disorders</td><td>PO10, PO11,</td><td>value added</td></tr> </table> </div> </div> </div>			<b>CO1</b>	gain detailed knowledge of child language development	PO1	domain specific	<b>CO2</b>	learn about various language acquisition theories and theoretical debates in language acquisition research	PO1	domain specific	<b>CO3</b>	learn about the basic experimental procedures used to test children's linguistic knowledge	PO2	skill enhancement	<b>CO4</b>	learn how to collect samples of child language from different languages and different age groups	PO5, PO7	skill enhancement	<b>CO5</b>	develop skills for analyzing children's spontaneous and elicited language production	PO6, PO7	skill enhancement	<b>CO6</b>	apply knowledge of the features of child language to analyze children's language samples	PO6	domain specific	<b>CO7</b>	apply child language data to explain linguistic theorization	PO9, PO10	domain specific	<b>CO8</b>	apply concepts learnt to understand language in children with disabilities and disorders	PO10, PO11,	value added
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Course delivery	Lecture60% Data analysis 40%																																		
Evaluation scheme	Internal (modes of evaluation): 3 sit down tests (best 2) – 40%																																		



	End-semester (mode of evaluation): 1 sit down examination 60% (open book
Reading list	<p><b>Essential reading:</b> Maria Teresa Guasti (2003). <i>Language Acquisition: The Growth of Grammar</i>. MIT Press.</p> <p><b>Additional reading</b></p> <ol style="list-style-type: none"><li>1. O'Grady (2005). <i>How Children Learn Language</i>. Cambridge University Press.</li><li>2. Barbara C Lust (2006). <i>Child Language</i>. Cambridge University Press.</li><li>3. Erika Hoff (2013). <i>Language Development</i>. Cengage Books.</li><li>4. Eve Clark (2016). <i>First Language Acquisition</i>. Cambridge University Press.</li></ol>

Course title	<b>Research Methodology</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	<b>MALINGRMC 698</b>
Semester	III
Number of credits	4 credits
Maximum intake	30 intake
Day/Time	Wednesday: 4.00 pm – 6.00 pm Friday: 9.00 am – 11.00 am
Name of the teacher/s	Dr. Utpal Lahiri, Dr. Didla Grace Suneetha Dr. Meena Debashish & Dr. Neelam Singh
Course description	<p><b>Introduction</b></p> <p>The Research Methodology course in linguistics aims to teach students the fundamental techniques and approaches used in linguistic research. It focuses on developing skills to design studies, collect and analyse data, and draw valid conclusions. Overall, the course aims to empower students with the tools and knowledge necessary to conduct rigorous and meaningful research in the field of linguistics.</p> <p>This course has three modules.</p> <p><b>Module1: Types of Research and Research Design</b></p> <p>This module is designed to enhance students’ ability to critically evaluate existing linguistic research, identify gaps in the literature and contribute to the ongoing discourse in the field. It further equipslearners with the skills to identify research problems, formulate research questions, build hypotheses, and state objectives clearly. In addition, it also developsskills to build an appropriate research design based on the nature of enquiry.</p> <p><b>Module 2: Data Collection Techniques</b></p> <p>This module on field methods in linguistics typically involves collecting and documenting linguistic data. It introduces learners to various methods of gathering linguistic data, such as designing questionnaires and tests, interviews, surveys, experiments, audio recordings, and corpus analysis. It also equips learners with the knowledgeof using appropriatetechniques and tools necessary to conduct effective and rigorous linguistic fieldwork. Emphasis is also laid on the importance of involving and collaborating with language speakers and communities throughout the research process. In addition, it also addresses the ethical issues related to linguistic research, such as consent, privacy, and cultural sensitivity.</p> <p><b>Module 3: Data Analysis and interpretation and Academic Writing</b></p> <p>This module focuses on training learners how to analyseand interpret linguistic data.It introduces students to the various instrumental techniques used in the analysis of linguistic/Phonetic data. Students will have hands-on experience in designing and conducting small-scale research projects, collecting linguistic data, analysing results, and drawing valid conclusions. Students will also learn about data analysis and experiments in syntax and semantics.</p> <p>This module also focuses on equipping learners with the required technical writing skills to present the literature review, description of the methodology used for the research experiment. It trains learners on how to paraphrase, use appropriate methods of in-text citation and referencing using APA style. It also draws their attention to the issue of plagiarism.</p>
Course delivery	Lecture
Evaluation scheme	Internal: 40% (Assignments/ Presentations) External: 60% (Term Paper)

Reading list	<p>Bowern, C. 2015. <i>Linguistic fieldwork: A practical guide</i>. Springer.</p> <p>Chelliah, S. L., &amp; De Reuse, W. J. 2010. <i>Handbook of descriptive linguistic fieldwork</i>. Springer Science &amp; Business Media.</p> <p>De Laine, M. 2000. “Fieldwork, participation and practice: Ethics and dilemmas in qualitative research”. <i>Fieldwork, Participation and Practice</i>, 1-240.</p> <p>Lee-Treweek, G., &amp;Linkogle, S. (Eds.). 2000. <i>Danger in the field: Risk and ethics in social research</i>. Psychology Press.</p> <p>Newman, P., &amp; Ratliff, M. (Eds.). 2001. <i>Linguistic fieldwork</i>. Cambridge University Press.</p> <p>Butcher, A. 2013. <i>Research Methods in Phonetic Fieldwork</i>. Bloomsbury Publishing.</p> <p>Staley, Kent W. 2014. <i>An Introduction to the Philosophy of Science</i>. Cambridge University Press.</p> <p>Sprouse, Jon. 2023. <i>The Oxford Handbook of Experimental Syntax</i>. Oxford University Press.</p> <p>Goodall, Grant. 2021. <i>The Cambridge Handbook of Experimental Syntax</i>. Cambridge University Press.</p> <p>Ball, Derek and Brian Rabern. 2018. <i>The Science of Meaning</i>. Oxford University Press.</p>