

**MA Computational Linguistics Semester IV - Course Descriptions ( 2 January – 11 April 2026)**

Course title	<b>Language universals and Linguistic Typology</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course with revision. The first part of the course listed under ‘course description’, is a foundation to the course and remains unchanged. The evaluation system has been revised completely as well as the readings that contribute to the Internals II and III as well to the term-paper.
Course code	<b>MACLINGE 602</b>
Semester	<b>II, IV (Elective course)</b> <i>(Open to both MA Linguistics &amp; MA Cafeteria students)</i>
Number of credits	04
Maximum intake	<b>30</b> (on first-come-first-served-basis)
Day/Time	Wednesday; Friday: 9-11 am
Name of the teacher/s	Dr. Anish Koshy, Dept of Linguistics and Phonetics, SLS
Course description	<p>This course is an introduction to the principles and practices of linguistic typology, i.e. the cross-linguistic comparison of languages independent of their historical and geographical connections. Typology examines variation between languages in terms of their structural characteristics, attempts to account for the distribution of the variation encountered and provides explanations for the patterns uncovered. At the conclusion of the course, students will understand the key methodological principles of typology and have a greater understanding of the ways in which languages are similar (linguistic universals) and different (linguistic diversity). The course covers half of the prescribed syllabus for Unit VIII of the UGC NET (Linguistics) examination.</p> <p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Approaches to Language Universals – two major approaches: Generative and Typological</li> <li>• Classification of Language Universals – Formal and substantive; Implicational and Non-Implicational; Absolute Universals and Tendencies</li> <li>• Explanations for Language Universals</li> <li>• Typology and Universals</li> <li>• Morphological types of languages – agglutinative, analytical, inflectional, infixing and polysynthetic languages</li> <li>• Word Order Typology – Greenberg’s correlations</li> <li>• Typological and Historical Linguistics – Diachronic dimensions in Universals and Typology; Areal Typology</li> </ul>
<b>Course Objectives (COs) Mapped to Programme Specific Outcomes (PSOs)</b>	<p>The course is designed to achieve the following Course Objectives (COs), each explicitly mapped to the relevant Programme Specific Outcomes (PSOs) of the MA Linguistics programme:</p> <ol style="list-style-type: none"> <li>1. <b>To provide students with advanced knowledge of the principles, methods, and key concepts in linguistic typology, including</b></li> </ol>

	<p><b>approaches to language universals, morphological classification, word order correlations, and the relationship between typology and historical/areal linguistics. Mapped to PSOs:</b> PO1 (acquire advanced knowledge of various branches of language sciences and emerging developments), PO4 (gain knowledge of Indian linguistic tradition – through discussion of areal typology and South Asian linguistic features), PO5 (acquire cognitive and technical skills to analyse various aspects of languages and synthesise ideas from a range of sources).</p> <p>2. <b>To develop students' understanding of cross-linguistic variation and universals, enabling them to critically evaluate typological patterns, explanations for universals, and the distinction between absolute universals and tendencies. Mapped to PSOs:</b> PO1 (advanced knowledge of language sciences), PO5 (cognitive skills to synthesise ideas from diverse sources), PO6 (advanced analytical skills to evaluate research findings).</p> <p>3. <b>To equip students with procedural and methodological skills for conducting typological research, including the use of typological databases, formulation of hypotheses, design of elicitation tools, and analysis of primary linguistic data from diverse languages. Mapped to PSOs:</b> PO2 (acquire procedural knowledge for analysis of languages leading to research and development), PO6 (advanced analytical skills to design and conduct research), PO7 (gain expertise in using relevant tools to analyse linguistic data), PO14 (plan, execute, and report the results of an investigation).</p> <p>4. <b>To enable students to apply typological frameworks to the analysis of grammatical phenomena in their mother tongues or lesser-studied Indian languages, thereby contributing original insights to cross-linguistic studies. Mapped to PSOs:</b> PO9 (apply theoretical and technical knowledge to analyse data from Indian and other languages), PO10 (apply advanced knowledge to carry out empirical studies in languages), PO13 (describe and document lesser-studied and endangered languages).</p> <p>5. <b>To foster skills in independent research through critical engagement with typological literature, preparation of research proposals, presentations, and a substantial term paper involving primary data analysis. Mapped to PSOs:</b> PO5 (acquire cognitive and technical skills to synthesise ideas), PO6 (advanced analytical skills for research design and evaluation), PO14 (plan, execute, and report the results of an investigation), PO15 (attain required skills for employment/better career prospects).</p> <p>6. <b>To enhance students' ability to connect typological insights to broader interdisciplinary applications and societal issues, such as language documentation, maintenance, and variation. Mapped to PSOs:</b> PO11 (extend knowledge of linguistics to augment other disciplines), PO12 (address language-related societal needs and issues, including language variation and maintenance), PO13 (describe and document lesser-studied and endangered languages).</p>
<b>Learning Outcomes</b>	<p><b>a) Domain-Specific Outcomes</b>  (Enhancing advanced knowledge and understanding of linguistic typology)</p>

as a core branch of language sciences)

- Acquire comprehensive knowledge of key concepts in linguistic typology, including approaches to language universals, morphological classifications, word order correlations, and the interplay between typology, historical linguistics, and areal linguistics. **Mapped to Course Objectives:** 1, 2
- Develop a critical understanding of cross-linguistic variation, linguistic universals (formal/substantive, implicational/non-implicational, absolute/tendencies), and competing explanations for typological patterns. **Mapped to Course Objectives:** 1, 2
- Gain insight into the Indian linguistic tradition through the lens of areal typology and the application of typological frameworks to South Asian and lesser-studied languages. **Mapped to Course Objectives:** 1, 4

**b) Value Addition**

(Fostering intellectual growth, interdisciplinary connections, and awareness of broader societal implications of linguistic diversity)

- Cultivate an appreciation for linguistic diversity and the methodological challenges in identifying universals, promoting a nuanced view of language as a human faculty beyond generative perspectives. **Mapped to Course Objectives:** 2, 6
- Develop awareness of how typological insights contribute to addressing societal issues such as language documentation, maintenance, variation, and the preservation of lesser-studied/endangered languages. **Mapped to Course Objectives:** 4, 6
- Enable connections between linguistic typology and interdisciplinary fields (e.g., cognitive science, language planning, AI, and forensic linguistics), highlighting the broader relevance of typological research. **Mapped to Course Objectives:** 6

**c) Skill-Enhancement**

(Developing cognitive, analytical, technical, and research skills specific to linguistic analysis)

- Enhance cognitive and analytical skills through critical evaluation of typological literature, synthesis of cross-linguistic data, and formulation of research hypotheses. **Mapped to Course Objectives:** 2, 3, 5
- Build procedural and technical skills in typological methodology, including the use of databases, design of elicitation tools/questionnaires, primary data collection, glossing, and empirical analysis. **Mapped to Course Objectives:** 3, 4, 5
- Strengthen communication and presentation skills through individual presentations, research proposal writing, and defence of analytical findings. **Mapped to Course Objectives:** 5

**d) Employability Quotient**

(Equipping students with transferable research competencies and professional skills for academic and applied careers)

- Attain proficiency in planning, executing, and reporting independent linguistic investigations, including the production of a substantial term paper with original empirical contributions. **Mapped to Course Objectives:** 3, 4, 5
- Develop expertise in empirical research on diverse languages

	<p>(particularly Indian and lesser-studied ones), preparing students for roles in language documentation, academic research, and fieldwork-based projects. <b>Mapped to Course Objectives:</b> 3, 4</p> <ul style="list-style-type: none"> <li>Acquire skills valued in academia and industry, such as critical thinking, research design, data analysis, scholarly writing, and oral presentation, enhancing prospects in teaching, research, language technology, policy, and interdisciplinary domains. <b>Mapped to Course Objectives:</b> 5, 6</li> </ul>
Course delivery	<p>The course will be delivered through a balanced combination of <b>Lecture</b>, <b>Seminar</b>, and <b>Experiential Learning</b> modes to ensure progressive acquisition of theoretical knowledge, critical engagement, and practical research skills.</p> <p><b>Lecture Mode</b> (Primarily for building foundational knowledge and conceptual understanding)</p> <ul style="list-style-type: none"> <li>Interactive lectures introducing core theoretical concepts, such as approaches to language universals (generative vs. typological), classification of universals (formal/substantive, implicational/non-implicational, absolute vs. tendencies), explanations for universals, morphological typology, Greenberg’s word order correlations, and the interface between typology, diachronic linguistics, and areal typology.</li> <li>Instructor-led explanations of key readings from essential texts (e.g., Comrie 1989, Greenberg 1974, Moravcsik 2012, Whaley 1996) with illustrative cross-linguistic examples.</li> <li>Overview of methodological principles in typology, including sampling, use of databases (e.g., WALS), and challenges in cross-linguistic comparison.</li> </ul> <p><b>Seminar Mode</b> (Fostering critical discussion, peer engagement, and analytical depth)</p> <ul style="list-style-type: none"> <li>Student-led presentations on selected typological studies (Internal II), where individuals critically analyse a seminal or recent paper from the additional readings (e.g., Comrie on case, animacy, causatives, relative clauses; Dryer on passives or noun phrase structure).</li> <li>Guided class discussions on assigned readings, debates in the field (e.g., Eurocentrism in typology, absolute universals vs. tendencies), and implications of typological findings for linguistic theory.</li> <li>Peer feedback sessions during presentations and Q&amp;A following the end-semester term paper presentations, encouraging critical evaluation and synthesis of ideas.</li> </ul>

	<p><b>Experiential Learning Mode</b> (Emphasizing hands-on application, primary data analysis, and independent research)</p> <ul style="list-style-type: none"> <li>• Practical application of typological frameworks to students' mother tongues or lesser-studied Indian languages through data elicitation, glossing, and comparative analysis in the term paper.</li> <li>• Development and submission of a research proposal (Internal III), including formulation of a hypothesis, methodological design, and creation of an elicitation questionnaire for investigating a grammatical phenomenon.</li> <li>• Independent collection and analysis of primary linguistic data for the term paper, culminating in an original contribution to typological understanding, followed by oral defence during class presentations.</li> </ul> <p>This integrated delivery approach ensures that theoretical input through lectures is reinforced by critical discussion in seminars and deepened through practical, student-centred experiential activities, progressively building toward advanced research competence in linguistic typology.</p>
Evaluation scheme	<p><b>Continuous Internal Assessment (40% total)</b></p> <ol style="list-style-type: none"> <li>1. <b>Internal I: Sit-Down Examination:</b> A closed-book written exam focusing on key concepts, theoretical frameworks, and cross-linguistic patterns covered in the first part of the course.</li> <li>2. <b>Internal II: Individual Presentation on a Typological Study:</b> Students will select (or be assigned) individually or as a small group, a seminal or recent typological study from the course readings and deliver a 10-15 minute oral presentation. The presentation should summarize the study's methodology, main findings, strengths, limitations, and implications for linguistic typology, with illustrative examples from diverse languages.</li> <li>3. <b>Internal III: Research Proposal Submission (optional)</b> Students will submit a short research proposal (1000-1500 words) outlining: <ul style="list-style-type: none"> <li>○ A specific grammatical phenomenon suitable for typological investigation,</li> <li>○ A clear research hypothesis linking it to cross-linguistic patterns,</li> <li>○ A proposed methodology for data collection and analysis, and</li> <li>○ A draft elicitation questionnaire (or other tools) tailored to exploring the phenomenon in their mother tongue or another language.</li> </ul> </li> </ol> <p>Internal III prepares students for the term paper by emphasizing methodological rigour.</p>

	<p><b>End-Semester Assessment (60%)</b></p> <p>Term Paper and Presentation (60 marks total)</p> <ul style="list-style-type: none"> <li>• <b>Written Term Paper (45 marks):</b> A substantial research paper (4000-6000 words) based on an assigned core reading. Students will explore a selected grammatical phenomenon typologically, provide a critical literature review, analyze primary data from their mother tongue (with glossed examples and methodological transparency), and offer an original contribution (e.g., refining a typological parameter or identifying areal/genetic influences).</li> <li>• <b>Class Presentation and Defense (15 marks):</b> A 15-20 minute oral presentation of the term paper's major findings, followed by a Q&amp;A session. Emphasis will be placed on clarity, use of visuals, engagement with the audience, and ability to defend analytical choices.</li> </ul>
Reading list	<p><b>Essential readings:</b></p> <p>Comrie, Bernard. 1989. <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press. Chapters 1-4.</p> <p>Greenberg, Joseph. 1974. <i>Language typology: A historical and analytic overview</i>. Vol. 184. Walter de Gruyter.</p> <p>Moravcsik, Edith. A. 2012. <i>Introducing language typology</i>. Cambridge University Press.</p> <p>Whaley, Lindsay. J. 1996. <i>Introduction to typology: the unity and diversity of language</i>. Sage Publications.</p> <p><b>Additional readings (for class presentations and term papers):</b></p> <p>Aikhenvald, Alexandra Y. 1985. Typological distinctions in word formation. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 3. Cambridge University Press, 1-65.</p> <p>Comrie, Bernard. 1989. Animacy. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 185-200.</p> <p>Comrie, Bernard. 1989. Case. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 124-137.</p> <p>Comrie, Bernard. 1989. Causatives. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 165-184.</p> <p>Comrie, Bernard. 1989. Relative clauses. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 138-164.</p> <p>Comrie, Bernard. 1989. Subject. In <i>Language universals and linguistic typology: Syntax and morphology</i>. University of Chicago press, 104-123.</p> <p>Dryer, Matthew S. 1985. Noun Phrase structure. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 151-205.</p> <p>Fang, Hongmei. 2025. Echo answers. <i>Linguistic Typology</i> 29(2): 269–317.</p>

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|  | <p>Haspelmath, Martin. 1985. Coordination. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 1-51.</p> <p>Inman, David and Marine and Marine Vuillermet. 2025. Singular-plural verb stem alternation: uncovering global and local drivers of typological variation. <i>Linguistic Typology</i> 29(1): 81–125.</p> <p>Keenan, Edward L and Matthew S. Dryer. 1985. Passives in the world's languages. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 1. Cambridge University Press, 325-361.</p> <p>Thompson, Sandra A, Robert E. Longacre, and Shin JA. J. Hwang. 1985. Adverbial clauses. In <i>Language Typology and Syntactic Description</i>, ed. by Timothy Shopen, Volume 2. Cambridge University Press, 237-300.</p> <p>Zingler, Tim and Phillip Rogers. 2025. The interaction of affix size, type and shape: a cross-linguistic study. <i>Linguistic Typology</i> 29(2): 233–268.</p> |
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*The additional readings will be modified based on class strength.*

Course title	<b>SPEECH AND LANGUAGE DISORDERS IN CHILDREN</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	MACLINGE 619
Semester	IV
Number of credits	4
Maximum intake	20 (on first-come-first-served-basis <b>for MA courses only</b> )
Day/Time	Monday & Wednesday: 11:00 am -1:00 pm
Name of the teacher/s	Prof. Roopa Suzana
Course description	<p><b>An overview of the Course:</b>  This course is designed for level 3 students with a basic knowledge of Articulatory Phonetics and for those seeking to study and research in speech and language disorders. The course aims to provide knowledge of the anatomy of the brain, speech and language disorders and phonetics for speech pathology. They would be introduced to the concept of speech delay in children and would receive inputs on receptive language, expressive Language, speech and language pathology and syndromes that affect language and communication. They would also be trained in Phonetics specially for speech pathology. The course consists of four modules:</p> <p><b><u>Introduction to Speech and Language Disorders</u></b>  Language and the brain, language processing in the human brain, the distinction between speech and language disorders, prevalence, medical and developmental conditions, assessments and diagnoses, intervention services, recovery.</p> <p><b><u>Speech disorders</u></b>  Speech delay in children, types of delay, screening tests, early language milestone scale. Voice disorders, articulation disorders, fluency disorder, dysarthria, apraxia, lisps, muteness, orofacial anomalies, syndromes that affect speech- Speech therapy.</p> <p><b><u>Language and communication disorders</u></b>  Receptive and expressive language, speech and language pathology, syndromes that affect language and communication - Rett syndrome, ADHD, Autism Spectrum Disorder. Neurological problems - auditory processing disorder, cerebral palsy, traumatic brain injury. Educational implications of communication disorders.</p>

**Phonetics for Speech Pathology**

The vocal organs, initiation and phonation, place and manner of articulation, orality and nasality. IPA symbols and IPA Extensions. Basic acoustics and introduction to the software Praat.

**Learning outcomes**—a) domain-specific outcomes b) value addition

c) skill enhancement d) employability quotient

By the end of the course, students will

	COs	PSOs	LOs
CO1	acquire an in-depth knowledge in the area of Speech and Language Disorders.	PSO1 PSO2 PSO3	domain Specific
CO2	develop the necessary skills to identify and distinguish between speech and language disorders	PSO5 PSO6 PSO7	skill enhancement
CO3	understand different syndromes and neurological problems and the speech /language disorders associated with the same.	PSO5 PSO6 PSO7	skill enhancement
CO4	gain expertise in understanding the medical and developmental condition of the child and diagnose and administer intervention services for the disorders.	PSO5 PSO6 PSO7 PSO9	skill enhancement; value addition; employability quotient
CO5	attain expertise in identifying all the IPA and ExtIPA symbols and be able to transcribe disordered speech.	PSO5 PSO6 PSO7 PSO9	skill enhancement; value addition; employability quotient

Course delivery	Lectures and /Seminars (discussions and presentations)
Evaluation scheme	Internal (tests/assignments/presentations): 40% End-semester (Closed Book Examination):60%

Reading list	<p><b>Essential reading:</b></p> <p>Jon Eisenson (1986): <i>Language and Speech Disorders in Children</i>. New York: Pergamon Press.</p> <p>Renfrew C.E, (1972): <i>Speech Disorders in Children</i>. Oxford: Pergamon Press.</p> <p>Ball, Martin. J (1993): <i>Phonetics for Speech Pathology</i>. London: Whurr Publishers Ltd.</p> <p><b>Additional reading</b></p> <p>Ball, Martin. J, Rahilly Joan, Tench, Paul. (1996): <i>The Phonetic Transcription of Disordered Speech</i>. London: Singular Publishing Group, Inc.</p> <p>Damico, Jack. S (2010): <i>The Handbook of Language and Speech Disorders</i>. London: Wiley- Blasckwell.</p> <p>Mildred Freburg and Jon Eisenson (1956): <i>Speech Disorders: Principles and Practices of Therapy</i>. London: Peter Owen Ltd.</p> <p>Murdoch, B.E (1990): <i>Acquired Speech andLanguage Disorder; A neuroanatomical and functional neurological approach</i>. London: Chapman and Hall.</p>
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Course title	<b>Minimalism</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MACLINGE 641
Semester	IV
Number of credits	04
Maximum intake	30 (on first-come-first-served-basis)
Day/Time	Monday: 9.00 am – 11.00 am Thursday: 2.00 pm – 4.00 pm
Name of the teacher/s	Prof M. Hariprasad <i>Professor, Dept. of Computational Linguistics</i>
Course description	<p>i) A brief overview of the course</p> <p>This course explores the Minimalist Program (MP), a framework in linguistic theory introduced by Noam Chomsky. Minimalism seeks to uncover the fundamental principles of human language by positing that linguistic systems operate with optimal simplicity, efficiency, and economy. Students will critically examine the conceptual underpinnings of Minimalism, its methodology, and its implications, as well as learn about Minimalist mechanisms such as syntactic structures, movement operations, and the interaction of syntax with other Linguistic Sub Fields. This course is ideal for students with prior knowledge of generative grammar who wish to deepen their understanding of contemporary syntactic theory.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered):</p> <p>Knowledge and Understanding</p> <p>PO1: Acquire an advanced understanding of theoretical linguistics by mastering the core principles of the Minimalist Program and its role in generative grammar.</p> <p>PO2: Develop procedural knowledge for analyzing linguistic phenomena through Minimalist concepts like economy, simplicity, and movement operations.</p> <p>Skills</p> <p>PO5: Cultivate advanced cognitive and technical skills to analyze syntactic structures across languages using Minimalist tools, synthesizing theoretical insights from primary and secondary sources.</p> <p>PO6: Enhance analytical and critical thinking abilities to evaluate research findings in Minimalist syntax and design research questions that align with Minimalist principles.</p>

	<p>Application</p> <p>PO8: Apply Minimalist principles to analyze data from Indian and other languages, drawing connections between theoretical knowledge and empirical evidence.</p> <p>PO9: Extend understanding of linguistic Minimalism to other disciplines, such as cognitive science and artificial intelligence, by exploring its explanatory potential in these areas.</p> <p>Employability</p> <p>PO13: The course integrates insights from cutting-edge research and interdisciplinary collaborations, preparing students for careers in research, AI, computational modeling, and language technology industries.</p> <p>iii) Learning outcomes—</p> <ul style="list-style-type: none"> <li>a) domain specific outcomes (objective 1)</li> <li>b) value addition (objective 5)</li> <li>c) skill-enhancement (objectives 2 &amp; 3)</li> <li>d) employability quotient (objective 4)</li> </ul>
Course delivery	Lecture Method for all modules
Evaluation scheme (Tentative)	<p>Internal (40%): <i>Tests/Quizzes</i></p> <p>End-semester (60%): Term paper: 30%; Presentation: 30%</p>
Reading list	<ul style="list-style-type: none"> <li>• Adger, D. (2003). <i>Core Syntax: A Minimalist Approach</i>. Oxford University Press.</li> <li>• Boeckx, C. (2006). <i>Linguistic Minimalism: Origins, Concepts, Methods, and Aims</i>. Oxford University Press.</li> <li>• Chomsky, N. (1995). <i>The Minimalist Program</i>. MIT Press.</li> <li>• Hornstein, N., Nunes, J., &amp; Grohmann, K. K. (2005). <i>Understanding Minimalism</i>. Cambridge University Press.</li> <li>• Lasnik, H., &amp; Uriagereka, J. (2002). <i>A Course in Minimalist Syntax: Foundations and Prospects</i>. Blackwell.</li> </ul> <p><b><i>In addition to these, students may be required to read and/or present research papers from journals, which will be suggested from time to time.</i></b></p>

Course title	<b>Readings in Advanced Computational Linguistics</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MACLINGE 682
Semester	IV
Number of credits	04
Maximum intake	05 (on first-come-first-served-basis)
Day/Time	Tuesday & Wednesday: 4.00 – 6.00 pm
Name of the teacher/s	Dr. Iram Ali Ahmad
Course description	<p>This course offers an advanced, reading intensive exploration of contemporary research in computational linguistics, with a strong focus on semantics, pragmatics and discourse-oriented approaches to natural language processing. Students engage critically with foundational and recent research literature to examine how meaning, context and discourse are modeled computationally, including topics such as computational semantics, pragmatic phenomena (implicature, presupposition, irony and sarcasm), discourse structure, coherence and contextual meaning representation.</p> <p>A central component of the course is the study of large language models (LLMs), analyzing how these models represent meaning, handle context across extended discourse and approximate pragmatic reasoning. It also addresses the issues of interpretability, bias and evaluation from a linguistic perspective.</p> <p>Alongside close reading and seminar discussion, students undertake guided analytical work involving model probing, error analysis, discourse level evaluation and small-scale replication or extension of existing studies. The course integrates linguistic theory with computational methods and prepares students for MA-level research, dissertation work and further study in computational linguistics.</p>

Course delivery	<p>The course will be conducted as instructor-led discussions and student presentations. Each week focuses on selected research papers, which students are expected to read closely and discuss critically.</p> <p>Sessions will include explanation of key linguistic and computational concepts, collaborative discussion of methodologies and findings and hands-on analytical activities involving textual data and NLP models, including large language models. Students will be encouraged to relate theoretical linguistic insights to computational practices and to develop independent analytical perspectives.</p>
Evaluation scheme (Tentative)	<p>Student performance will be assessed through a mix of continuous assessment and end-term evaluation, designed to balance theoretical understanding with practical application.</p> <p>Sessional Assessment - 40%</p> <p>(It includes submissions.)</p> <p>End-Term Assessment - 60%</p> <p>(It includes presentations and submissions.)</p>
Reading list	<p>A selection of foundational and recent research articles in computational linguistics, including works on computational semantics, pragmatics in NLP, discourse modeling and large language models.</p> <p>Readings will be drawn from journals and conferences such as <i>Computational Linguistics</i>, <i>ACL</i> and <i>COLING</i>, and will be updated periodically to reflect current research trends.</p>

Course title	<b>Readings in Analysis of Digital Texts</b>
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	MACLINGE 683
Semester	IV
Number of credits	04
Maximum intake	05 (on first-come-first-served-basis)
Day/Time	Monday & Wednesday: 2.00 pm – 4.00 pm
Name of the teacher/s	Dr. Atreyee Sharma
Course description	<p>This course provides an introduction to the study and analysis of texts in digital contexts, combining theoretical perspectives with practical, hands-on methods. It examines how language, meaning and discourse are produced and transformed in digital media. It also explores how computational approaches can be used to investigate patterns in large collections of texts. Drawing on insights from linguistics, corpus studies, discourse analysis and the digital humanities, the course familiarizes students with key concepts and analytical frameworks for understanding digital textual data.</p> <p>Students will gain practical experience in working with digital texts through activities such as corpus creation, text annotation, frequency and keyword analysis and basic text-processing techniques. A wide range of digital genres including social media posts, online news, blogs and digitized literary and cultural texts will be explored to highlight both methodological possibilities and interpretive challenges. The course also explores critical issues related to data sourcing, ethics, representation and responsible analysis in digital environments.</p> <p>By the end of the course, students will be able to apply qualitative and quantitative approaches to critically analyze digital texts, interpret findings in relation to linguistic and social contexts and develop foundational skills necessary for further study and research in digital text analysis.</p>
Course delivery	<p>The course will be delivered through a combination of lectures, interactive discussions, hands-on practical sessions and guided lab activities. Conceptual lectures will introduce students to theoretical frameworks from linguistics, discourse analysis, corpus studies and digital humanities, while practical sessions will focus on applying these concepts to real-world digital texts.</p> <p>Students will work with authentic digital data such as social media posts, online news articles, blogs and digitized literary texts. Classroom activities will include text annotation exercises, corpus construction, exploratory data analysis and interpretation of quantitative results in relation to linguistic and social contexts. Select sessions may involve demonstrations of basic computational tools and software for text analysis, with an emphasis on methodological transparency rather than</p>

	<p>advanced programming.</p> <p>The course encourages active learning through group discussions, short presentations and miniprojects. Continuous feedback will be provided to support students in developing both analytical and critical thinking skills related to digital text analysis.</p>
<p>Evaluation scheme (Tentative)</p>	<p>Student performance will be assessed through a mix of continuous assessment and end-term evaluation, designed to balance theoretical understanding with practical application.</p> <p>Sessional Assessment - 40% (It includes three tests and the best two will be considered for evaluation.)</p> <p>End-Sem Assessment - 60%</p>
<p>Reading list</p>	<p><b>Core Readings</b></p> <p>Biber, D., Conrad, S., &amp; Reppen, R. (1998). <i>Corpus Linguistics: Investigating Language Structure and Use</i>. Cambridge University Press.</p> <p>McEnery, T., &amp; Hardie, A. (2012). <i>Corpus Linguistics: Method, Theory and Practice</i>. Cambridge University Press.</p> <p>Baker, P. (2006). <i>Using Corpora in Discourse Analysis</i>. Continuum.</p> <p>Gries, S. T. (2017). <i>Quantitative Corpus Linguistics with R</i>. Routledge.</p> <p><b>Digital Texts and Discourse</b></p> <p>Herring, S. C. (2004). Computer-mediated discourse analysis: An approach to researching online behavior.</p> <p>Fairclough, N. (1995). <i>Critical Discourse Analysis</i>. Longman.</p> <p>Androutsopoulos, J. (2014). Mediatization and sociolinguistic change.</p> <p><b>Digital Humanities and Ethics</b></p> <p>Jockers, M. L. (2013). <i>Macroanalysis: Digital Methods and Literary History</i>. University of Illinois Press.</p> <p>Kitchin, R. (2014). <i>The Data Revolution</i>. Sage.</p>