

Institute of English Studies
University of the Punjab, Lahore.
Course Outline



Programme	BS English Literature	Course Code	ELL-202	Credit Hours	3
Course Title	Introduction to Linguistics				
Course Introduction					
<p>This course offers students a dynamic introduction to the fundamental, theoretical, and practical dimensions of Linguistics. Through engaging discussions and analytical exercises, students will explore how sounds, words, structures, and meanings form the intricate system of human language. The course also emphasizes the interdisciplinary nature of Linguistics, showcasing its vital connections with fields such as psychology, sociology, anthropology, and computer science revealing how language shapes, and is shaped by human thought and society.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none">1. Define and comprehend core components of human language (phonetics, morphology, syntax, semantics, pragmatics).2. Evaluate major linguistic theories in terms of their scope, assumptions, and explanatory value.3. Interpret real-world language use through sociolinguistic and pragmatic perspectives.4. Analyze selected linguistic data to identify patterns in sounds, word-structure or sentence-structure.5. Apply linguistic knowledge to problem-solving tasks in language description, teaching, and communication.					
Course Content				Assignments/Readings	
Week 1	Unit I What is Language? 1.1 Language Acquisition and Language Learning 1.2 Prescriptive and Descriptive Grammar			Reading from Fromkin et al. (2002). What is Language and How Do we study it? <i>Introduction to Language</i> . New York: Heinley.	
	Unit I What is Language? 1.3 Animals Language and Human Language			Reading from Yule, G (2010). Animals and Human Language. <i>The Study of Language</i> . Cambridge University Press.	
Week 2	Unit II What is Linguistics? 2.1 Branches of Linguistics			Reading from Fromkin et al. (2002). What is Language and How Do we study it? <i>Introduction to Language</i> .	

		New York: Heinley.
	Unit II What is Linguistics? 2.2 Diachronic/Synchronic Linguistics	Reading from Fromkin et al. (2002). What is Language and How Do we study it? <i>Introduction to Language</i> . New York: Heinley.
Week 3	Unit II What is Linguistics? 2.3 Paradigmatic/Syntagmatic Relations	Reading from Fromkin et al. (2002). What is Language and How Do we study it? <i>Introduction to Language</i> . New York: Heinley.
	Unit III Morphology 3.1 Difference between Words and Morpheme 3.1.1 Free and Bound Morphemes 3.1.2 Open and Closed Class	Reading from Fromkin et al. (2002). Morphology: Words and their Parts. <i>Introduction to Language</i> . New York: Heinley.
Week 4	Unit III Morphology 3.1 Difference between Words and Morpheme 3.1.3 Inflectional and Derivational Morphemes	Reading from Fromkin et al. (2002). Morphology: Words and their Parts. <i>Introduction to Language</i> . New York: Heinley.
	Unit III Morphology 3.2 Allomorphs and its Types	Reading from Fromkin et al. (2002). Morphology: Words and their Parts. <i>Introduction to Language</i> . New York: Heinley.
Week 5	Unit III Morphology 3.3 Word Formation Processes	Reading from Yule, G (2010). Word Formation. <i>The Study of Language</i> . Cambridge.
	Unit III Morphology 3.4 Word Formation Processes	Reading from Yule, G (2010). Word Formation. <i>The Study of Language</i> . Cambridge University Press.
Week 6	Unit IV Semantics 4.1 Relationship between words and their	Reading from Yule, G (2010). Semantics. <i>The Study of Language</i> . Cambridge University Press.

	meaning 4.2 Semantic Features	
	Unit IV Semantics 4.3 Argument Structure and Semantic Roles	Reading from Yule, G (2010). Word Formation. <i>The Study of Language</i> . Cambridge University Press.
Week 7	Unit IV Semantics 4.3 Semantic roles	Reading from Yule, G (2010). Word Formation. <i>The Study of Language</i> . Cambridge University Press.
	Unit IV Semantics 4.4 Lexical Relations	Reading from Yule, G (2010). Word Formation. <i>The Study of Language</i> . Cambridge University Press.
Week 8	Mid Term Examination	
Week 9	Unit IV Semantics 4.5 Pragmatics 4.5.1 Speech Act Theory	Reading from Yule, G (2010). Pragmatics. <i>The Study of Language</i> . Cambridge University Press.
	Unit IV Semantics 4.5 Pragmatics 4.5.2 Politeness Theory	Reading from Yule, G (2010). Pragmatics. <i>The Study of Language</i> . Cambridge University Press.
Week 10	Unit V Syntax 5.1 Deep and surface structure 5.2 Structural ambiguity 5.3 Recursion	Reading from Yule, G (2010). Syntax. <i>The Study of Language</i> . Cambridge University Press.
	Unit V Syntax 5.4 Types of Verbs 5.5 Subject-verb Agreement	Reading from Fromkin et al. (2002). Syntax: Heads and Phrases. <i>Introduction to Language</i> . New York: Heinley.
Week 11	Unit V Syntax 5.6 Phrase Structure Grammar (PSG)	Reading from Fromkin et al. (2002). Syntax: Heads and Phrases. <i>Introduction to Language</i> . New York: Heinley.

	Unit V Syntax 5.6 Phrase Structure Grammar (PSG) 5.7 Tree Diagram	Reading from Fromkin et al. (2002). Syntax: Heads and Phrases. <i>Introduction to Language</i> . New York: Heinley.
Week 12	Unit V Syntax 5.8 Tree Diagram	Reading from Fromkin et al. (2002). Syntax: Heads and Phrases. <i>Introduction to Language</i> . New York: Heinley.
	Unit V Syntax 5.8 Tree Diagram	Reading from Fromkin et al. (2002). Syntax: Heads and Phrases. <i>Introduction to Language</i> . New York: Heinley.
Week 13	Unit VI Phonology 6.1 Place of articulation	Reading from Yule, G (2010). The Sounds of Language. <i>The Study of Language</i> . Cambridge University Press.
	Unit VI Phonology 6.1 Place of articulation	Reading from Yule, G (2010). The Sounds of Language. <i>The Study of Language</i> . Cambridge University Press.
Week 14	Unit VI Phonology 6.2 Manner of Articulation	Reading from Yule, G (2010). The Sounds of Language. <i>The Study of Language</i> . Cambridge University Press.
	Unit VI Phonology 6.2 Manner of Articulation	Reading from Yule, G (2010). The Sounds of Language. <i>The Study of Language</i> . Cambridge University Press.
Week 15	Unit VI Phonology 6.3 Vowels 6.3.1 Diphthongs	Reading from Yule, G (2010). The Sound Pattern of Language. <i>The Study of Language</i> . Cambridge University Press.
	Unit VI Phonology 6.3.2 Voiced and Voiceless	Reading from Yule, G (2010). The Sound pattern of Language. <i>The Study of Language</i> . Cambridge University Press.
Week 16	End Term Examination	

Textbooks and Reading Material

1. Textbooks.

Fromkin, V., Rodman, R., & Hyams, N. (2002). *Introduction to language* (6th ed.). New York, NY: Heinley.

Yule, G. (2010). *The study of language* (4th ed.). Cambridge University Press.

2. Suggested Readings

1. Aitchison, J. (1992). *Linguistics*. Lincolnwood, IL: NTC Publishing Group.

2. Demers, R. A., & Farmer, A. K. (1986). *A linguistics workbook*. MIT Press.

3. Finch, G. (2003). *How to study linguistics: A guide to understanding language* (2nd ed.). Palgrave Macmillan.

4. Radford, A. (1999). *Linguistics: An Introduction*. Cambridge University Press.

Todd, L. (1987). *An Introduction to Linguistics*. Longman.

Teaching Learning Strategies

1. The lectures mainly focus on an active, student-centered learning that emphasizes problem-solving, collaboration and critical thinking.
2. The lecture delivery facilitates young learners an effective learning space through the use of engaging and day-to-day examples.

Assignments: Types and Number with Calendar

1. One assignment in the fourth week pre-mid.
2. One assignment in the tenth week post-mid.
3. One Presentation before Final term.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	25%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	15%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	60%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.