CENTRAL UNIVERSITY OF RAJASTHAN
SCHOOL OF HUMANITIES AND LANGUAGES
DEPARTMENT OF LINGUISTICS

PhD COURSE WORK			
COURSE CODE		**COURSE TITLE**	**CREDITS**
CORE	LIN601	RESEARCH METHODOLOGY IN LINGUISTICS	4
	LIN602	ISSUES IN LANGUAGE AND LINGUISTICS	4
(2 Courses to be opted from the Electives)			
ELECTIVE	LIN605	ISSUES IN PHONETICS AND PHONOLOGY	3
	LIN606	RESEARCH METHODS IN SYNTAX	3
	LIN607	SEMINAR ON SENTENCE PROCESSING	3
	LIN608	RESEARCH METHODS IN SIGN LANGUAGE STUDIES	3
	LIN609	TRENDS IN LANGUAGE DOCUMENTATION AND DESCRIPTION	3
(TOTAL CREDITS)			14

PhD Linguistics Course work

LIN601 RESEARCH METHODOLOGY IN LINGUISTICS

Core Course

Credits:4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15hrs for each credit.

Objectives of the Course

The objective of the course is to enable students to

- construct research projects in linguistics by providing training in the state-of -the -art data collection, processing and analysing techniques

- correlate major research methods rather than focusing on narrow specializations fostering interdisciplinarity

- focus on shared methods such as sampling, experimental design, and constructing an argument

Learning outcomes

After completion of the course students will be able to:

- anticipate awareness of different ideological approaches to doing research which will have an impact on methods of research

- appraise insights into the issues which will make up the subject of research methods in linguistics

- devise broad research interest to specific research focus

- integrate 'doing research' with specific attention to language issues

Course Outline

Unit 1. Introduction

What is linguistics research?

Ethics in Linguistics Research

Unit 2. Research topics, questions and hypothesis

Choice and formulation of a research topic

Why do we need research questions?

> Types of research questions

> Research questions and linguistic data

> Operationalizing research questions

Characteristics of a good hypothesis

Unit 3. Research Methods and Data Collection

Quantitative, qualitative and mixed methods

Data Collection

> Phonetic and phonological description

> Grammatical description

> Semantic and pragmatic description

Unit 4. Transcription Procedures and Documentation Styles

Principles in transcription systems; category definition, accessibility, robustness, economy and adaptability

Documentation Styles; MLA, APA, Harvard

Unit 5. Research writing

Abstract writing

Conference presentations

Research papers

Book chapters

Reviewing Papers/ Books

Unit 6. Bibliography

Bibliography notes or secondary resources

Documentary notes or primary resources

Methodological notes or personal ideas and critics.

Essential Readings

Litosseliti, L. (ed.) (2010). Research Methods in Linguistics. London: Continuum Books

Robert J . Podesva. Devyani Sharma.(2013) Research Methods in Linguistics. Cambridge University Press

Suggested Readings

Creswell, J. W. (2003) Research design: Qualitative, quantitative and mixed method. 2nd Ed. California: Sage Publications, Inc.

Given, L. M. (ed.) (2008) The Sage encyclopedia of qualitative research methods. California: Sage Publications.

Kothari, C. R. (2004) Research methodology: Methods & Techniques. New Delhi: New Age International (P) Ltd.

Brian Paltridge, Aek Phakiti. (2015). Research methods in applied Linguistics,LIN602 Issues in Language and Linguistics

PhD Linguistics Course work

LIN602 ISSUES IN LANGUAGE AND LINGUISTICS

Core Course

Credits:4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15hrs for each credit inclusive of sessional and tutorials.

Course Objectives

The course aims to transmit the ability to tackle the study of language and linguistic theories at various levels such as phonology, morphology, syntax and semantics by

- providing extensive knowledge of linguistic structure that exists in the literature to enable the student to describe a language

- Inductive and deductive approaches to language analysis

● Providing the relevant theoretical postulates governing the linguistic representation of human languages.

● Providing both the formal and functional attributes of human language.

Learning Outcomes

Upon completion of the course the students are expected to have a better understanding of language structure and would be able to

● recognize the structural, formal and functional properties of language

● analyze the main phonetic, phonological, morpho-syntactic and semantic structures of a language and to compare them to the cross-linguistically more frequent structures

● Understand the universal underpinnings of human language

Course Outline

Unit 1: Linguistic Theories of Representation

Structural perspective and Saussurean paradigm on language: language as an amalgamate of structures conditioned by phonology, morphology and syntax

Behavioral perspective and B.F. Skinner on Stimulus and Response Theory

Generative and Cognitive perspective on Language and Chomskyan Linguistic Theories

Functional perspective on Language and Dell Hymes: competence vs communicative competence

Unit 2: Issues in Phonetics and Phonology

Intelligibility and Contrast

Physiological base of Speech sounds: Air stream, Phonation, Oronasal

Voice qualities and Acoustic correlates: Spectographic analysis in PRAAT

Formal vs Functional attributes of Speech sounds

Phonetics Phonology interface and Integrated Models

Phonological Theories of Representation: Linear vs Non-Linear paradigms

Unit 3: Issues in Morphology

Basic concepts: word, lexeme and word form; morpheme, morph, allomorph; root, base and stem

Inflection and Derivation

Word formation processes in Languages with reference to Indian languages

Compounding process in Indian languages

Basic issues in Distributed Morphology

Unit 4. Issues in Syntax and Semantics

I- language and E- language

Tree structures and Phrase structure Grammar

Transformation Rules and Government and Binding Principles

Sense and Reference

Basic tenets of Formal Semantics

Whether grammar is independent of meaning or meaningful?

Unit 5. Issues in Sociolinguistics and sound change

Language Variations

Language and Contemporary Theories on Gender studies

Language, Dialects and Socio-political aspirations

Language advantage and Language Attitude

Linguistic Landscape and Language Policies

Essential Reading

Abbi, A. *Manual of Linguistic Fieldwork and Structures of Indian Languages*. Lincom Europa.

Frederick J. Newmeyer.2005. Possible and Probable Languages. OUP

Fredreick J. Newmeyer.1998. Language Form and Language Function. MIT

Geoffrey Sampson.2007. The 'Language Instinct' Debate, Continuum

Gussenhoven, Carlos and H Jacobs. 2011 (2nd Edition). Understanding Phonology. UK: OUP.

Ladefoged, Peter. 1993. *A Course in Phonetics* (3rd Edition), Harcourt Brace College Publishers.

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*. Wiley-Blackwell.

PhD Linguistics Course work

LIN605 ISSUES IN PHONETICS AND PHONOLOGY

Elective Course

Credits: 4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15hrs for each credit inclusive of sessional and tutorials.

Course Objectives

The course aims to transmit the ability to tackle the issues of Phonetics and Phonology by

- providing extensive knowledge of Phonetics Science and Phonological theories that govern the representation of speech sounds in language

- Providing updated literature on the interface between Phonetics and Phonology

- Providing both the formal and functional perspectives to look at the alternations of speech sounds in language

Learning Outcomes

Upon completion of the course the students are expected to have a better understanding of language structure and would be able to

- recognize the structural, formal and functional properties of speech sounds

- analyze the main phonetic, phonological structures of a language and to compare them to the cross-linguistically more frequent structures

- Understand the universal underpinnings that govern the patterns of speech sounds

- comprehend the issue of intelligibility, contrast both as segmental and suprasegmental levels

Course Outline

Unit 1.   Patterns of speech sounds

Generative Rule based phonology; Abstract concrete hypothesis; Distinctive Feature and Redundancy rules; Nonlinear approach: Auto segmental and Metrical phonology; Lexical vs Post lexical stratum in phonology; Natural Phonology and phonetic base; Government and Dependency phonology and representation of speech sounds; Data analysis

Unit 2.   Optimality theory and representation of speech sounds

Markedness theory in Phonology; Faithfulness and Markedness constraints; Richness of the base; Phonological processes and their representation in OT, Syllable and their representation in OT, Metrical structures and OT, Data analysis of Indian language in constraint-based approach

Unit 3.   Phonetics Phonology interfaces

Strength theory in Phonology, Positional Faithfulness, Positional augmentation, P-map theory, Dispersion theory; Phonological theories and their acoustic correlates, Sociophonetics and Phonology

Unit 4.   Applied issues in Phonetics and Phonology

Child Language phonology; Phonological acquisition; Clinical Phonetics and Phonology

Forensic Phonetics and Speaker Identification and other relevant areas

Essential Readings

Gussenhoven, Carlos and H Jacobs. 2011 (2nd Edition). Understanding Phonology. UK: OUP

Ladefoged, Peter Ladefoged, P. 1993. *A Course in Phonetics* (3rd Edition), Harcourt Brace College Publishers

Suggested Readings

Foley, J. 2008. Foundation of Theoretical Phonology. Cambridge: Cambridge University Press.

Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages*. Wiley-Blackwell

Goldsmith, J. (ed). 1999. Phonological Theory: The Essential Readings. Cambridge: Blackwell.

Goldsmith, J. (ed). 1995. The Handbook of Phonological Theory. Cambridge: Blackwell.

PhD Linguistics Course work

LIN606 RESEARCH METHODS IN SYNTAX

Elective Course

Credits: 4

Objective of the Course

The objective of the course is to make the research scholar systematically resolve research problems by keeping in view the following factors.

·   Methods for judging the grammaticality of language data.

·   Reviewing some previous discoveries in order to chalk out a suitable syntactic analysis of the language studied

·   An integrated approach of Inductivism and Deductivism

 Learning Objectives

By the end of this course the students will be able to adopt the following skills-

·   building and testing hypothesis in syntactic analysis

·   judging the grammaticality of the language data

·   adoption of typological analysis

·   provide diagnostic tests as evidence in the analysis

Course Outline

Unit1: Theoretical approaches to syntax

Few of the following approaches depending upon the final goal of the scholar's thesis.

·   Comparative syntax

·   Principles and Parameters/Minimalism

·   Head-driven Phrase Structure Grammar

·   Lexical-functional Grammar

·   Role and Reference Grammar

- Dependency Grammar

- Morphosyntax

- Construction Grammar

- Categorial Grammar

Unit2: Diagnostic tests as evidence

- Diagnostics in generative grammar

- Some examples of linguistic diagnosis in generative grammar

Unit3: Judgements in syntactic analysis

- Problems while judging the grammaticality of data

- Construction of experiments for better judgement of data

- Methods for acceptability judgments

Unit4: Research methods in syntactic analysis

Few of the following approaches depending upon the final goal of the scholar's thesis.

- Typological analysis

- Corpus linguistics

- Research interviews

- Participant observation

- Corpus linguistics

- Introspection

- Experiments

- Questionnaires

Essential Reading

Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press.

Cheng, L. L. S., & Corver, N. (Eds.). (2013). *Diagnosing syntax* (Vol. 46). Oxford University Press.

Suggested Reading

Carnie, A., Siddiqi, D., & Sato, Y. (Eds.). (2014). *The Routledge handbook of syntax*. Routledge.

Mac Whinney, B., & O'Grady, W. (Eds.). (2015). *The handbook of language emergence*. John Wiley & Sons.

Subbarao, K. V. and A. Saxena, '*Language Universals: Inductive or deductive?*', in E. Bashir, M. Deshpande and P. E. Hook (eds.), *Select Papers from SALA 7* (Indiana: Indiana University Linguistic ClubLIN607 Sentence Processing Seminar

PhD Linguistics Course work

LIN607 SEMINAR ON SENTENCE PROCESSING

Elective Course

Credit:4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15hrs for each credit inclusive of sessional and tutorials.

Objectives of the Course

By the end of this course the students will be able to:

·   Identify the key questions driving the field of Sentence Processing

·   Understand the nuances of theoretical debates in the field

·   Integrate insights from various subfields of Linguistics with those from Psycholinguistics to arrive at a fuller understanding of the cognitive mechanisms underlying sentence processing

Learning Objectives

Students would be able to:

·   Critically analyze existing hypotheses regarding the parsing of linguistic structures

·   Devise and test novel hypotheses about the parser and its interface with different modules of the grammar

Course Outline

Unit 1. Sentence Production

      Encoding of the message

      Planning linear constituents and hierarchical dependencies

Unit 2. Sentence Comprehension

      Decoding of the message

      Prediction and Integration

      Incremental structure building

      Role of Memory

Unit 3. Intra-sentential and extra-sentential processing units

      Morphological Processing

      Pragmatic Processing

Unit 4. Current Issues in Sentence Processing

      Syntactic Processing

      Semantic Processing

      Prosodic Processing

      Grammar-Parser interaction

      Impairment in sentence processing

Essential Readings

Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). Handbook of psycholinguistics. Elsevier.

Levelt, P., & Caramazza, A. (2007). The Oxford handbook of psycholinguistics. Oxford University Press, USA.

Spivey, M., Joanisse, M., & McRae, K. (Eds.). (2012). The Cambridge handbook of psycholinguistics. Cambridge University Press.

Fernández, E. M., Cairns, H. S., & Wiley, J. (Eds.). (2018). The handbook of psycholinguistics. John Wiley & Sons, Incorporated.

PhD Linguistics Course work

LIN608 RESEARCH METHODS IN SIGN LANGUAGE STUDIES

Elective Course

Credit:4

Objectives of the Course

To enable students to

- Know the ethical issues and extant research guidelines in the field of disability & rehabilitation.
- Understand the cultural, linguistic and social identity of the Deaf population
- Get an overview of Sign Language and Gesture studies
- Learn specific methodologies for collection and analysis of linguistic, psycholinguistic and neuropsychological data from Deaf population

Learning Objectives

By the end of this course the students will be able to:

- Explain key concepts, principles and ethical issues relating to disability, deafness and sign language
- Identify and apply appropriate methodologies of data collection from Deaf population.
- Formulate a research question and choose an appropriate research design for implementation.

Course Outline

Unit 1. Ethical considerations in research with Persons with Disability

Understanding Disability: Medical vs Social Model
Rights of Persons with Disabilities Act (RPwD) 2016

National Ethical Guidelines for Biomedical and Health-Related Research Involving Human Participants

Unit 2. Research with Deaf Population

Deafness as a Cultural Identity: Understanding the Deaf Community
Ethical Considerations
Understanding Sign Language and Gesture Studies

Good Practices & Knowledge Dissemination

Unit 3. Collecting and Analyzing Sign Language Data

Video Requirements and use of Annotation Software
Transcription and Notation Methods

Motion Capture, Movement Analysis Eye tracking and Reaction Times

Unit 4. Collecting Linguistic Data on Sign Languages

Sign Language Fieldwork
Studying the structure of signs
Documentary and corpus approach
Typological research in sign languages

Sociolinguistic Data collection

Unit 5. Collecting Psycholinguistic and Cognitive Data on Sign Languages

Research Methods in Psycholinguistic Investigations of Sign Language Processing
Methods in Bimodal Bilingualism Research: Experimental Studies

Studying Sign Language Acquisition

Unit 6. Studying Sign Language Disorders: Collecting neuropsychological data

Using and Developing Language and Cognitive Assessments with Deaf Signers

Overview of Functional Neuroimaging Techniques: FMRI, ERP, MEG and TMS for studying sign language processing

Essential Reading

Orfanidou, E., Woll, B., and Morgan, G. (2015). *Research methods in sign language studies: A Practical Guide*. Oxford: Wiley Blackwel**l.**

Suggested Reading

Rights of Persons with Disabilities, Act (RPwD) 2016. Government of India

National Ethical Guidelines for Biomedical and Health Research Involving Human Participants. 2017. Indian Council of Medical Research.

Campbell, R., MacSweeney, M., and Waters, D. (2008). *Sign language and the brain: a review*. Journal of Deaf Studies. Educ. 13, 3–20.

Schembri, A., and Lucas, C. (2015). Sociolinguistics and deaf communities. Cambridge: Cambridge University Press.

Van Herreweghe, M., and Vermeerbergen, M. (2012). "Handling sign language data" in Sign language. An international handbook. eds. R. Pfau, M. Steinbach, and B. Woll (Berlin: Mouton de Gruyter), 1023–1045.

PhD Linguistics Course work

LIN609 TRENDS IN LANGUAGE DOCUMENTATION AND DESCRIPTION

Elective Course

Credits:4

The contact hours for the course shall not exceed 60. Adjustment of time to be made within the units as per requirement else 15hrs for each credit inclusive of sessional and tutorials.

Course Objectives

The course aims at enabling students to

- devise on documentary and descriptive linguistics from fieldwork on a specific language to more collaborative and conservation approaches of lesser-known and less-described languages

- facilitate discussion of theoretical, ideological, practical, and ethical factors in language documentation and description

- assess issues and problems that often arise when working in this field

Learning Objectives

Upon completion of the course, the students will be able to

- formulate fieldwork, research, analysis, archiving and documentation of lesser-known and less-described languages using state-of the art speech and language technologies.

- produce and publish monographs, grammars, grammatical sketches, dictionaries and lexicon, ethno-linguistic and theoretical descriptions, collection of oral and folk literature and scholarly books on endangered languages.

Course Outline

Unit 1. Introduction to language documentation and description

Difference between language documentation and language description

Components and skills required for documentation and description

Language documentation projects

Current and future concerns

Features of documentary linguistics

Language policy, planning and revitalisation

Unit 2. Fieldwork preparation

Methodology, participatory character, selection of language and area, informants and

consultants

Bilingual and monolingual fieldwork

Preparing questionnaire, equipment handling, budgeting and luggage,

Leipzig Glossing Rules

Unit 3. Data collection and analysis

Elicitation and various methods, interview techniques with informants

Transcription of data, collection of word-list for making dictionary, narratives, folk

songs, and others, glossing the data using Leipzig glossing rules

Collaboration, ethics and interdisciplinarity

Unit 4. Language description

Demographic and ethnographic information

The name of the language, ethnology, demography, Genetic affiliation

Data analysis, morphology and syntax, semantics and social aspects

The sociolinguistic situation

Traditional morphological typology

Morphological processes

Unit 5. Data backup

Making CDS, typing, digitizing data

Essential Reading

Crowley, Terry & Nick Thieberger. 2007. Field Linguistics: A Beginner's Guide. Oxford: Oxford
University Press.

Samarin, William J. 1967. Field linguistics: A guide to linguistic field work. New York: Holt, Rinehart & Winston.

Suggested Reading

Abbi, Anvita. 2001. A Manual of Linguistics Field Work and Indian Language Structures.

Munich: Lincom Europa.

Austin, P.K. and Sallabank, J. eds. (2011) Cambridge Handbook of Endangered Languages. Cambridge: Cambridge University Press.

Chelliah, Shobhana L. and Willem J. de Reuse. 2011. Handbook of Descriptive Linguistic

Fieldwork. Heidelberg, London, New York. Springer.

Gippert, Jost, Nikolaus Himmelmann and Ulrike Mosel (eds) 2006. Essentials of Language Documentation. Berlin: Mouton. pp 67-86.

Grenoble, Lenore A., and Whaley, Lindsay J. (eds.) 1998. Endangered Languages: Language Loss and Community Response. Cambridge: Cambridge University Press.

Harrison, K. David. 2007. When Languages Die: The Extinction of the World's Languages and the Erosion of Human Knowledge. Oxford: Oxford University Press.

Himmelmann, Nikolaus P. 2006 Language documentation: What is it and what is it good for? In Gippert, Jost, Nikolaus P. Himmelman and Ulrike Mosel (eds.) 2006. Essentials of language documentation (Trends in Linguistics. Studies and Monographs, 178.), 1-30. Berlin: Mouton de Gruyter.

Himmelmann, Nikolaus P. 2002. Documentary and descriptive linguistics (full version). In Osamu Sakiyama and Fubito Endo (eds.) Lectures on Endangered Languages: 5, 37-83. Kyoto: Endangered Languages of the Pacific Rim.

Nathan, David and Peter K. Austin. 2004. Reconceiving metadata: language documentation through thick and thin. In Peter K. Austin (ed.) Language Documentation and Description, Vol. 2, 179-187. London: School of Oriental and African Studies.

Nettle, Daniel and Suzanne Romaine 2000. Vanishing Voices. Oxford: OUP.

Thomason, Sarah G. 2015. Endangered Languages: An Introduction. Cambridge: Cambridge University Press