Course Specification of Current Issues in General Linguistics

I. Course Identification and General Information:

1	**Course Title:**	**Current issues in general linguistics**				
2	**Course Number & Code:**	**LNG 5125**				
3	**Credit hours:**	**C.H**				**Total**
		Theoretical	**Practical**	**Training**	**Seminar**	
		3	**---**	**---**	**---**	**3**
4	**Study level/ semester at which this course is offered:**	Semester Two				
5	**Pre –requisite (if any):**	Development of linguistic theory				
6	**Co –requisite (if any):**	none				
7	**Program (s) in which the course is offered:**	MA in Linguistics				
8	**Language of teaching the course:**	English				
9	**Location of teaching the course:**	Department of English, Faculty of Languages				
10	**Prepared by:**	**أ.د/ عبدالسلام محمد غالب الغرافي** **Dr. Abdusalam M. Gh. Al-Ghrafy (Prof. of Ling.)**				
11	**Date of approval:**					

II. Course description:

This course is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular contemporary linguistic issues. It generally builds on students' knowledge, experience and skills

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gained from the overall courses of theoretical linguistics they have so far gone through.

I. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Define main ideas, concepts, terms, etc., of the topics discussed in the course showing a profound understanding of them;

2. Demonstrate knowledge and skills related to the topics discussed in the course;

3. Discuss profoundly some key issues of language relevant to the special topics studied during the course;

4. Set up a response paper on at least one of the discussed topics following the class discussion/seminar;

5. Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them;

6. Develop a few refined research skills in the context of the topics investigated and discussed throughout the course;

7. Use essential skills for their work on projects and group discussions/presentations of the particular topics examined in the course;

8. Employ independent thinking and skills to read critically and synthesize assigned materials;

9. Work independently and autonomously, and employ self-organization and time management skills; and

10. Employ good problem-solving skills and practices in dealing with work difficulties and challenges.

III. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding	Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding
After completing this program, students will be	After completing this course, students will be

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able to:		able to:	
A1	Define the terminology and forms of notation used in linguistic theory.	**a1**	Define main ideas, concepts, terms, etc., of the topics discussed in the course showing a profound understanding of them.
A3	Show understanding of the relevance of theories form and research in the fields and subfields of linguistics, and in other related disciplines;	**a3**	Demonstrate knowledge and skills related to the topics discussed in the course.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Interactive lectures ▪ Independent reading and writing ▪ Seminars ▪ Classroom discussion	▪ Quizzes ▪ Mid-term and final exams ▪ Evaluative Presentations ▪ Home assignments
a1	Identify main ideas, concepts, terms, etc., of the topics discussed in the course showing a profound understanding of them.		
a3	Demonstrate knowledge and skills related to the topics discussed in the course.		

(B) Intellectual Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills

Program Intended Learning Outcomes (Sub- PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B1	Assess the merits of related theories, including those originating from disciplines other than linguistics.	**b1**	Discuss profoundly some key issues of language relevant to the special topics studied during the course.
B3	Set up a cogent research inquiry and present a linguistic hypothesis and mount systematic arguments for and against it, using conventions of the discipline;	**b3**	Set up a response paper on at least one of the discussed topics following the class discussion/seminar.
B4	Reason critically and exercise thinking and evaluating independently.	**b4**	Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them.

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B5	Differentiate various research methods, and decide on research topics in linguistics.	b5	Develop a few refined research skills in the context of the topics investigated and discussed throughout the course.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and feedback ▪ Report writing/projects
b1	Discuss profoundly some key issues of language relevant to the special topics studied during the course.		
b3	Write up a response paper on at least one of the discussed topics following the class discussion/seminar.		
b4	Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them.		
b5	Develop a few refined research skills in the context of the topics investigated and discussed throughout the course.		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills		Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
C4	Apply fundamental techniques for the analysis of data, including the use of statistical and qualitative corpus and textual analytic techniques.	c4	Use essential skills for their work on projects and group discussions/presentations of the particular topics examined in the course.
C6	Undertake high-quality research tasks following academic professional standards with minimum guidance.	c6	Employ independent thinking and skills to read critically and synthesize assigned materials.

Teaching and Assessment Strategies for Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Brainstorming ▪ Classroom discussions ▪ Exercises ▪ Problem solving	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Oral assessment and
c4	Use essential skills for their work on projects and group discussions/presentations of the particular topics examined in the course.		
c6	Employ independent thinking and skills to read		

	critically and synthesize assigned materials .		feedback ▪ Report writing/projects

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		**After completing this course, students will be able to:**	
D1	Work in teams, draw conclusions and reflect differences of opinion, and independently employ self-organization, time-management skills, and identify own needs for development;	**d1**	Work independently and autonomously, and employ self-organization and time management skills.
D5	Employ problem-solving strategies to tackle problems and overcome challenges.	**d5**	Employ good problem-solving skills and practices in dealing with work difficulties and challenges.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Strategies:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Classroom discussions ▪ Exercises ▪ Problem solving ▪ group projects and presentations	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Report writing/projects
d1	Work independently and autonomously, and employ self-organization and time management skills.		
d5	Employ good problem-solving skills and practices in dealing with work difficulties and challenges.		

IV.   Course Content:

1. Course Topics/Items:

No	Topic List/Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	**Scope of Linguistics**	a1, a3, b1	- **Language and Linguistics:** linguistics as a science; basic distinctions in linguistics; major fields of linguistics; other subfields of linguistics; interdisciplinary fields of linguistics	1	3
2	**Historical and Comparative Linguistics**	a1, a3, b1, b3, b4, b5, c4, c6, d1,	- **Historical Linguistics:** old, middle, and modern English; language change; language death.	1	3

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		d5	- **Comparative linguistics/philology:** linguistic divergence; the comparative method; world language families		
3	**Anthropological Linguistics**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Language and culture:** definitions; evolution of human language; language and culture - **Sapir-Whorf hypothesis** - **Aspects of language and culture**	1	3
4	**Ethnolinguistics**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Language ethnicity and nationalism:** ethnic background; minority languages and dialects; ethnography of speech	1	3
5	**Nerolinguistics**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Brain-language relationship:** issues in nerolinguistics and linguistic aphasiology; approaches to nerolinguistics and linguistic aphasiology - **Models of brain-language relationship:** classical connectionist model; hierarchical models, global models, process models; clinical aphasiology and nerolinguistics.	1	3
6	**Language and the Mind**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Universal Grammar:** introduction to the major theoretical and methodological principles of Noam Chomsky's theory of UG and what they tell us about structure of the human mind	1	3
7	**Computational Linguistics**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Natural language processing:** computational approaches to the problem of processing, understanding and generating natural language text and speech; speech processing; morphological and phonological analysis; syntactic parsing; semantic interpretation; discourse meaning; the role of pragmatics and world knowledge - **Language as a computational problem:** fundamentals of how computers are used to represent, process, and organize textual and spoken information; how computers work and where problems arise with	1	3

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			the involvement of natural language		
8	**Mid-Term Test**	a1, a3, b1, b4, c6, d1, d5	**Written Test**	1	3
9	**Linguistic Stylistics I**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Language and communication**: emotive vs. scientific language; speech vs. writing; standard language vs. poetic language; connotation vs. metalanguage - **Linguistics and literary criticism** - **Linguistics function and style:** language variation and style; style as a result of context sensitivity; creativity in language; fictiveness in literary works; discursive vs. expressive language	1	3
10	**Linguistic Stylistics II**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Concept and tools of analysis:** code and message; discourse and text; de-familiarization, foregrounding and interpretation; parallelism and verbal repetition, deviation, etc. - **Level of textual organization:** signifier, signified and signification; syntagmatic and paradigmatic relations; structure and texture; coherence and cohesion; textual structure, etc.	1	3
11	**Lexicography I**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Basic concepts:** nature and scope of lexicography; history of lexicography-Western and Arab; word meaning dictionary, encyclopedia, glossary, thesaurus, definitional dictionary; relationship between dictionary and grammar - **Lexicography and lexical meaning:** word formation processes- coinage, borrowing, blending, clipping, back-formation, acronyms, compounding, derivations, functional words, etc.	1	3
12	**Lexicography II**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- **Lexicographic entries:** selection of entries, orthography, pronunciation, order and hierarchy of entries, lemma, sense and sub-classes, paraphrase, compounds, collocation, idioms,	1	3

			proverbs, illustrations, names, etc. **- Types of dictionaries:** purposes of dictionary writing, little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; monolingual and bi-/multilingual dictionary; etymological dictionary, period dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary, pronouncing dictionary, terminological dictionary, language atlas, etc.		
1 3	**Students' Project presentations**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- Students' Project presentations	1	3
1 4	**Students' Project presentations**	a1, a3, b1, b3, b4, b5, c4, c6, d1, d5	- Students' Project presentations	1	3
1 5	**Consolidation**	a1, a3, b1, b3, b4, b5, c6	- Consolidation - Conclusion	1	3
1 6	**Final Examination**	a1, a3, b1, b4, c6, d1, d5	**Written Test**	1	3
Number of Weeks /and Units Per Semester				**16**	**48**

b- Training Aspect:			
N o	**Training Tasks**	**CILOs (symbols)**	**Numbe r of weeks**	**Contact hours**
1	--------	--------	--------	--------
Number of Weeks /and Units Per Semester			

V. Teaching strategies of the course:

- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Problem solving
- Brainstorming
- Exercises
- group projects and presentations

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- ▪ Brainstorming

3-Assessment Strategies:

▪ Quizzes	▪ Research projects and presentations
▪ Mid-term and final exams	▪ Quizzes
▪ Evaluative presentations	▪ Oral assessment and feedback
▪ Assignments	▪ Report writing/projects

I. Tasks and Assignments

No.	Tasks and Assignments	Week Due	Mark	Aligned Course Learning Outcomes (CILOs symbols)
1	**Quizzes, assignments & participations**	**2 - 12**	**10**	a1, a3, b1, b4, c4, c6, d1, d5
3	**Mid-term exam**	**8**	**20**	a1, a3, b1, b4, c6, d1, d5
4	**Research projects & presentations**	**13 - 14**	**10**	a1, a3, b1, b4, b5, c4, c6, d1, d5
5	**Final exam**	**16**	**60**	a1, a3, b1, b4, c6, d1, d5
	Total		**100**	

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	**Ongoing assessments (based on in-class participation- home assignments regularity- punctuality- language use)**	**2 - 12**	**10**	**10%**	a1, a3, b1, b4, c4, c6, d1, d5
2	**Mid-term exam**	**8**	**20**	**20%**	a1, a3, b1, b4, c6, d1, d5
4	**Research projects & presentations**	**13 - 14**	**10**	**10%**	a1, a3, b1, b4, b5, c4, c6, d1, d5
5	**Final Exam**	**16**	**60**	**60%**	a1, a3, b1, b4, c6, d1, d5

Total	100	100%	

VII. Learning Resource (MLA style or APA style)s:

1- Required Textbook(s) (maximum two)

None

1. Recommended Readings and Reference Materials

Ahlsen, Elisabeth (2006). Introduction to Neurolinguistics. Amsterdam & Philadelphia: J. Benjamins.

Aitchison, J. (1991). Language Change: Progress or Decay? 2nd ed. Cambridge: CUP.

Anttila, R. (1989). An Introduction to Historical and Comparative Linguistics. 2nd edition. Amsterdam: J. Benjamins.

Arlotto, A. 1981. Introduction to Historical Linguistics. Washington, DC: University Press of America.

Baldi, P. (ed.) (1990). Linguistic Change and Reconstruction Methodology. Berlin and New York: Mouton de Grueyter.

Beekes, R.S.O. (1998). Comparative Indo-European Linguistics. Amsterdam: J. Benjamins.

Bejaint, H. (2000). Modern Lexicography. Oxford: Oxford University Press.

Bradford, R. (1997). Stylistics. London: Routledge.

Burchfield, R. (ed.) (1987). Studies in Lexicography. London: Clarendon Press.

Campbell, L. (1998). Historical Linguistics: An Introduction. Edinburgh: Edinburgh University Press.

Campbell, Lyle. (2004). Historical Linguistics: An Introduction. Massachusetts: MIT Press.

Carter, R. and Peter Stockwell (ed.) (2008). Language and Literature Reader. Abingdon, UK: Routledge.

Clackson, J. (2007). Indo-European Linguistics: an Introduction. Cambridge: Cambridge University Press.

Comrie, B. (1981). Language Universals and Linguistic Typology. Oxford: Blackwell.

Comrie, B. (1987). The World's Major Languages. London and Sydney.

Croft, W. (1990). Typology and Universals. Cambridge: Cambridge University Press.

Crowley, T. (1992). An Introduction to Historical Linguistics. 2nd edition. Auckland: OUP.

Dabrowska, Ewa. (2004). Language, Mind and Brain. Edinburgh: Edinburg University Press.

Goodglass, H. (1993). Understanding Aphasia. San Diego: Academic Press.

Hartmann, Reinhart (2001). Teaching and Researching Lexicography. London: Longman.

Hock, H.H. (1986). Principles of Historical Linguistics. Berlin: Mouton de Gruyter.

Hock, H.H. and Joseph, B.D. (1996). Language History, Language Change and Language Relationship. Berlin: Mouton de Gruyter.

Ingram, John C.L. (2007). Neurolinguistics. Cambridge: Cambridge University Press.

Jackson, Howard (2002). Lexicography: An Introduction, Routledge.

Joseph, D. B. and R. D. Janda (2004). The Handbook of Historical Linguistics. Oxford: Blackwell.

Labov, W. (1994). Principles of Linguistic Change. Oxford: Blackwell.

Landau, S.I. (1989). Dictionaries: the Art and Craft of Lexicography. Cambridge: CUP.

Landau, S. I. (2001). The Art and Craft of Lexicography, Cambridge University Press.

Lyons, John. (1995). Introduction to Theoretical Linguistics. Cambridge: CUP.

McMohan, A.M.S. (1994). Understanding Language Change. Cambridge: Cambridge University Press.

Peng, Fred C.C. (2005). Language in the Brain- Critical Assessments. New York: Continuum, London.

Robins, R. H. (1980). General Linguistics, An Introductory Survey- 3rd ed. Longman, London.

Trask, R.L. (1996). Historical Linguistics. London: Arnold.

Verdonk, Peter (2002). Stylistics. Oxford: Oxford University Press.

Yule, George (1996). The Study of Language- 2nd ed. Cambridge University Press.

2. Essential References

Asher, R. (ed.) (1994). Encyclopedia of Language and Linguistics. Elsevier-Pargamon.

Bright, W. (ed.) (1992). International Encyclopedia of Linguistics. New York: Oxford University Press.

Strazny, Philipp. ed. (2005). Encyclopedia of Linguistics. 2 vols. New York: Fitzroy Dearborn.

3.	**Electronic Materials and Web Sites *etc*.**
4.	**Other Learning Material:**

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	**Class Attendance:**
	Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:**
	A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:**
	No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	**Assignments & Projects:**
	Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	**Cheating:**
	Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:**
	Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	**Other policies:**
	The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

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	نائب العميد للدراسات العليا	د/ عباس مطهر	١
	نائب عميد مركز التطوير وضمان الجودة	أ.م.د/ أحمد مجاهد	٢
	نائب رئيس الجامعة للشئون الأكاديمية	أ.د/ إبراهيم المطاع	٣

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Course Plan of Current Issues in General Linguistics

II. Information about Faculty Member Responsible for the Course:

Name of Faculty Member		Office Hours					
		SAT	SUN	MON	TUE	WED	THU
Location & Telephone No.							
E-mail							

III. Course Identification and General Information:

1-	Course Title:	Current issues in general linguistics				
2-	Course Number & Code:	LNG 5125				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	---	---	---	3
4-	Study level/year at which this course is offered:	Semester Two				
5-	Pre –requisite (if any):	Development of linguistic theory				
6-	Co –requisite (if any):	none				
7-	Program (s) in which the course is offered	MA in Linguistics				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Lectures, seminars, and presentations				
11-	Location of teaching the course:	Department of English, Faculty of Languages				

IV.   Course Description:

This course is an advanced course in linguistics which seeks to broaden and sharpen students' understanding and thinking about some particular contemporary linguistic issues. It generally builds on students' knowledge, experience and skills gained from

the overall courses of theoretical linguistics they have so far gone through.

V. Intended learning outcomes (ILOs) of the course:

After completing this course, students will be able to:

1. Define main ideas, concepts, terms, etc., of the topics discussed in the course showing a profound understanding of them;

2. Demonstrate knowledge and skills related to the topics discussed in the course;

3. Discuss profoundly some key issues of language relevant to the special topics studied during the course;

4. Set up a response paper on at least one of the discussed topics following the class discussion/seminar;

5. Show high critical thinking skills in the context of reading the assigned texts, discussing, analyzing and summarizing them;

6. Develop a few refined research skills in the context of the topics investigated and discussed throughout the course;

7. Use essential skills for their work on projects and group discussions/presentations of the particular topics examined in the course;

8. Employ independent thinking and skills to read critically and synthesize assigned materials;

9. Work independently and autonomously, and employ self-organization and time management skills; and

10. Employ good problem-solving skills and practices in dealing with work difficulties and challenges.

VI. Course Content:

A. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	**Scope of Linguistics**	1	3
2	**Historical and Comparative Linguistics**	2	3
3	**Anthropological Linguistics**	3	3

4	**Ethnolinguistics**	4	3
5	**Nerolinguistics**	5	3
6	**Language and the Mind**	6	3
7	**Computational Linguistics**	7	3
8	**Mid-Term Test**	8	3
9	**Linguistic Stylistics I**	9	3
10	**Linguistic Stylistics II**	10	3
11	**Lexicography I**	11	3
12	**Lexicography II**	12	3
13	**Students' Project presentations**	13	3
14	**Students' Project presentations**	14	3
15	**Consolidation**	15	3
16	**Final Examination**	16	3
Number of Weeks /and Units Per Semester		**16**	**48**

Training Aspects:			
No	**Training Tasks**	**Number of weeks**	**Contact hours**
1	-----	-----	-----

I. Tasks and Assignments			
No.	**Tasks and Assignments**	**Week Due**	**Mark**
1	**Quizzes, assignments and participations**	2 - 12	10
2	**Mid-term exam**	8	20
3	**Research projects and presentations**	13 - 14	10
4	**Final exam**	16	60
Total			**100**

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VII. Teaching strategies of the course:

- Interactive lectures
- Independent reading and writing
- Seminars
- Classroom discussion
- Brainstorming

- Problem solving
- Brainstorming
- Exercises
- group projects and presentations

VIII. Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments

- Research projects and presentations
- Oral assessment and feedback
- Report writing/projects

No.	Type of Assessment Tasks	Week Due	Mark	Proportion of Final Assessment
1	Continuing assessments (based on in-class participation, home assignments, regularity, punctuality & language use)	2 - 12	10	10%
3	Mid-term exam	8	20	20%
4	Research projects & presentations	13 - 14	10	10%
5	Final Exam	16	60	60%
	Total		100	100%

VIII. Learning Resource (MLA style or APA style)s:

1. Required Textbook(s) (maximum two)

	None

2. Recommended Readings and Reference Materials

	Ahlsen, Elisabeth (2006). Introduction to Neurolinguistics. Amsterdam & Philadelphia: J. Benjamins. Aitchison, J. (1991). Language Change: Progress or Decay? 2nd edn. Cambridge: CUP. Anttila, R. (1989). An Introduction to Historical and Comparative Linguistics. 2nd edition. Amsterdam: J. Benjamins. Arlotto, A. 1981. Introduction to Historical Linguistics. Washington, DC: University

Press of America.

Baldi, P. (ed.) (1990). Linguistic Change and Reconstruction Methodology. Berlin and New York: Mouton de Grueyter.

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Bejaint, H. (2000). Modern Lexicography. Oxford: Oxford University Press.

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Campbell, L. (1998). Historical Linguistics: An Introduction. Edinburgh: Edinburgh University Press.

Campbell, Lyle. (2004). Historical Linguistics: An Introduction. Massachusetts: MIT Press.

Carter, R. and Peter Stockwell (ed.) (2008). Language and Literature Reader. Abingdon, UK: Routledge.

Clackson, J. (2007). Indo-European Linguistics: an Introduction. Cambridge: Cambridge University Press.

Comrie, B. (1981). Language Universals and Linguistic Typology. Oxford: Blackwell.

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Croft, W. (1990). Typology and Universals. Cambridge: Cambridge University Press.

Crowley, T. (1992). An Introduction to Historical Linguistics. 2nd edition. Auckland: OUP.

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Hartmann, Reinhart (2001). Teaching and Researching Lexicography. London: Longman.

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Hock, H.H. and Joseph, B.D. (1996). Language History, Language Change and Language Relationship. Berlin: Mouton de Gruyter.

Ingram, John C.L. (2007). Neurolinguistics. Cambridge: Cambridge University Press.

Jackson, Howard (2002). Lexicography: An Introduction, Routledge.

Joseph, D. B. and R. D. Janda (2004). The Handbook of Historical Linguistics. Oxford: Blackwell.

Labov, W. (1994). Principles of Linguistic Change. Oxford: Blackwell.

Landau, S.I. (1989). Dictionaries: the Art and Craft of Lexicography. Cambridge: CUP.

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Lyons, John. (1995). Introduction to Theoretical Linguistics. Cambridge: CUP.

McMohan, A.M.S. (1994). Understanding Language Change. Cambridge: Cambridge

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الجمهوريــة اليمنــية

وزارة التعليم العـالـي والبحث العلمي

مجلس الاعتمـاد وضمان جودة التعليم العالي

جامعة صنعاء

University Press.

Peng, Fred C.C. (2005). Language in the Brain- Critical Assessments. New York: Continuum, London.

Robins, R. H. (1980). General Linguistics, An Introductory Survey- 3rd ed. Longman, London.

Trask, R.L. (1996). Historical Linguistics. London: Arnold.

Verdonk, Peter (2002). Stylistics. Oxford: Oxford University Press.

Yule, George (1996). The Study of Language- 2nd ed. Cambridge University Press.

	3. Essential References
	Asher, R. (ed.) (1994). Encyclopedia of Language and Linguistics. Elsevier-Pargamon. Bright, W. (ed.) (1992). International Encyclopedia of Linguistics. New York: Oxford University Press. Strazny, Philipp. ed. (2005). Encyclopedia of Linguistics. 2 vols. New York: Fitzroy Dearborn.
	4. Electronic Materials and Web Sites *etc*.
	5. Other Learning Material:

IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))	
1	**Class Attendance:** Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	**Tardiness:** A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	**Exam Attendance/Punctuality:** No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	**Assignments & Projects:** Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.

5	**Cheating:**
	Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	**Forgery and Impersonation:**
	Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	**Other policies:**
	The Higher Studies By-law and University regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.