Course Specification of Development of linguistic theory

I.	**Course Identification and General Information:**	
1	**Course Title:**	**Development of linguistic theory**
2	**Course Number & Code:**	LNG 5114

3	**Credit hours:**	C.H				Total
		Theoretical	**Practical**	**Training**	**Seminar**	
		3	----	----	----	3

4	**Study level/ semester at which this course is offered:**	Semester One
5	**Pre –requisite (if any):**	none
6	**Co –requisite (if any):**	Phonetic and phonological analysis, Morphosyntactic analysis, and Semantic and pragmatic analysis
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 provides a critical survey of the philosophy and development of language study and analysis across time and space starting with ancient Greece and Rome, and moving on to Medieval, the Renaissance and the present time. It will mainly focus on the different schools of linguistics comprising descriptive and structural linguistics, functional linguistics, and Chomskyan transformational

generative linguistics.

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

After completing this course, students will be able to:

1. Demonstrate knowledge and understanding of a wide range of terminology for describing language use and linguistic analysis;

2. Establish knowledge and understanding of approaches to the philosophy of language with emphasis on schools of linguistics;

3. Show awareness of the process involved in linguistic research;

4. Distinguish research steps of gathering, selecting and organizing material independently and critically, for evaluating its relevance and significance.

5. Relate theoretical concepts to concrete experience;

6. Design and carry out a small-scale research project requiring the collection of linguistic data;

7. Select and synthesize the main points of information, or of an argument, from the course's variety of sources;

8. Develop good practice in the acknowledgement of source material and in the presentation of bibliographies;

9. Abstract and synthesize information from a variety of sources; and

10. Work independently, demonstrate initiative, self-organization and time management.

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 able to:		After completing this course, students will be able to:	
A1	Define the terminology and forms of notation used in linguistic theory.	a1	Demonstrate knowledge and understanding of a wide range of terminology for describing language use and linguistic analysis.

A2	Demonstrate awareness of the current issues in linguistics and methods and concepts of linguistic analysis.	a2	Establish knowledge and understanding of approaches to the philosophy of language with emphasis on schools of linguistics.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

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

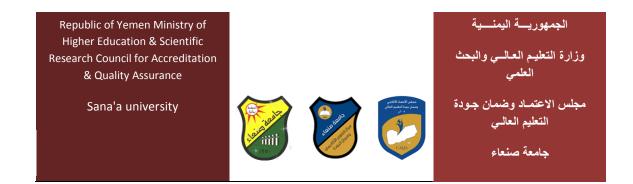| Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Interactive lectures ▪ Independent reading and writing ▪ Seminars ▪ Classroom discussion	▪ Quizzes ▪ Mid-term and final exams ▪ Evaluative Presentations ▪ Home assignments
a1	Demonstrate knowledge and understanding of a wide range of terminology for describing language use and linguistic analysis.		
a2	Establish knowledge and understanding of approaches to the philosophy of language with emphasis on schools of linguistics.		

(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:	
B2	Critically, evaluate linguistic research and identify problematic areas in language.	b2	Show awareness of the process involved in linguistic research.
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	distinguish research steps of gathering, selecting and organizing material independently and critically, for evaluating its relevance and significance.
B4	Reason critically and exercise thinking and evaluating independently.	b4	Relate theoretical concepts to concrete experience.

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
b2	Show awareness of the process involved in linguistic research.		
b3	Improve research skills, including the ability to gather, select and organize material independently and critically, and to evaluate its relevance and significance.		

b4	Relate theoretical concepts to concrete experience.		▪ Report writing/projects

(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:	
C2	Engage confidently in academic communication related to various linguistic areas.	**c2**	Select and synthesize the main points of information, or of an argument, from the course's variety of sources.
C5	Observe and employ the ethical standards involved in data collection, storage, analysis and reporting.	**c5**	Develop good practice in the acknowledgement of source material and in the presentation of bibliographies.
C6	Undertake high-quality research tasks following academic professional standards with minimum guidance.	**c6**	Design and carry out a small-scale research project requiring the collection of linguistic data.

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 feedback ▪ Report writing/projects
c2	Select and synthesize the main points of information, or of an argument, from the course's variety of sources.		
c5	Develop good practice in the acknowledgement of source material and in the presentation of bibliographies.		
c6	Design and carry out a small-scale research project requiring the collection of linguistic data.		

(D) General / Transferable Skills:

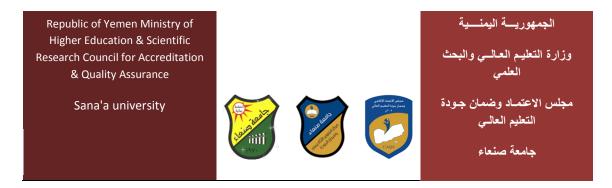| Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills			
Program Intended Learning Outcomes (PILOs) in General / Transferable skills		**Course Intended Learning Outcomes (CILOs) in General / Transferable skills**	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D2	Engage in a life-long self-learning and leadership with commitment to professional ethics in job-related tasks and observe cultural diversity.	**d2**	Abstract and synthesizing information from a variety of sources.
D3	Prioritize workloads, perform under pressure and meet the deadlines.	**d3**	Work independently, demonstrating initiative, self-organization and time management.

Teaching And Assessment Strategies For Achieving Learning Outcomes:

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

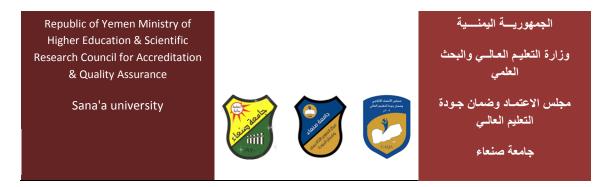| Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies to be used	Strategies of assessment
After completing this course, students will be able to:		▪ Classroom discussions ▪ Exercises ▪ Problem solving ▪ group projects and presentations	▪ Written examinations ▪ Assignments ▪ Presentations ▪ Quizzes ▪ Report writing/projects
d2	Abstract and synthesizing information from a variety of sources.		
d3	Work independently, demonstrating initiative, self-organization and time management.		

IV. Course Content:

1. Course Topics/Items:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	**Introduction**	a1, a2, c2, d2	- **General Overview:** language, linguistics and grammar; approaches to the study of grammar; phenomena and theories - **Development of the study of language:** from 2nd millennium BC Babylonian grammar: Sumerian language lists of names (religious and legal texts); to modern linguistic theories	1	3
2	**Grammar in the Ancient Times**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **4th century BC Indians' grammar:** Pāṇini's *Sanskrit grammar* - **100 BC Greeks' grammar:** Dionysius' grammar of Greek; classification of grammatical categories - **500 AD Romans' grammar:** Priscan's Latin grammar; Priscan and eightfold classification of linguistic elements; The significance of eight fold classification on writing of grammars of modern European languages	1	3
3	**Grammar in the Middle Ages**	a1, a2, b2, b3, b4, c2, c5, c6, d2,	- **7th-8th century AD Arabs' grammar:** Arab schools of linguistics and their contributions	1	3

		d3	to linguistic science (in syntax, phonetics, phonology or lexicography etc.); ad-Du'ali and emergence of Arabic grammar; Al-Farahidi's Kitab al-'Ayn, the first written linguistic dictionary of the Arabic language; Sībawayh's Al-Kitab, the first written grammar of the Arabic language.		
4	**Renaissance and Traditional Grammar**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **AD 500-1400 Renaissance grammar:** Greek and Latin grammar continued - **AD 1400-1800 traditional grammar:** prescriptive grammar; non-structural descriptive grammar; shortcomings of traditional grammar	1	3
5	**Emergence of Modern Linguistics**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **AD 1900- Rise of modern linguistic thought:** colonialism; Jone's "discovery of Sanskrit"; influence of ancient grammarians on the linguistic development in Europe; neogrammarians comparative Indo-European and historical linguistics - **Early linguistic theories:** Hendry Sweet; Saussure, etc. - **Rise of structuralism in Europe and America and emergence of linguistics**	1	3
6	**Structural Linguistic Theory**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **Structuralism in Europe:** Prague School (Trubetzkoy & Jacobson); British structuralism (Daniel Jones & Firth); Copenhagen school (Hjelmslev) - **Structuralism in American:** the study of American Indian Languages- Boas, Sapir and Bloomfield - **Structural linguistic theory:** basic assumptions of structural linguistics; Bloomfieldian and post-Bloomfieldian structural grammar; limitations of the theory	1	3

7	**Functional Theories of Grammar**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **Systemic functional grammar:** a theory of language in use creating systematic relations between choices and forms; Halliday's system, meta-function and rank (Ss. projects)	1	3
8	**Mid-Term Test**	a1, a2, b4, c2, d2, d3	**Written Test**	1	3
9	**Transformational Generative Grammar (TGG)**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **TGG standard theory:** two phases of the TGG theory; the major parts of TGG; the basic tenets of TGG standard theory; shortcomings of TGG standard theory	1	3
10	**TGG Extended Theory**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **Recent modifications in TGG theory:** government and binding; minimalist program; shift of TGG theory to a modular approach	1	3
11	**X-bar theory**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- **X-bar theory:** X, X' and X'' schema; XP, IP and CP projections	1	3
12	**Case, Government and Binding Theories**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- Case theory - Government theory - Binding theory $\Big\}$ (Ss. projects)	1	3
13	**Bounding, Theta and Control Theories**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- Bounding theory - Theta theory $\Big\}$ (Ss. projects) - Control theory, etc.	1	3
14	**Students' Project presentations**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- Students' project presentations	1	3
15	**Students' Project presentations**	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3	- Students' project presentations	1	3
16	**Final Examination**	a1, a2, b4, c2, d2, d3	**Written Test**	1	3
Number of Weeks /and Units Per Semester				**16**	**48**

b. Training Aspect:

No	Training Tasks	CILOs (symbols)	Number 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
- Brainstorming
- Problem solving
- Brainstorming
- Exercises
- group projects and presentations

3. Assessment Strategies:

- Quizzes
- Mid-term and final exams
- Evaluative presentations
- Assignments
- Research projects and presentations
- Oral assessment and feedback
- 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, a2, b3, b4, c2, d2, d3
2	**Mid-term exam**	8	20	a1, a2, b4, c2, d2, d3
3	**Research projects & presentations**	14 - 15	10	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3
4	**Final exam**	16	60	a1, a2, b4, c2, d2, d3
Total			**100**	

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

No.	Assessment Method	Week Due	Mark	Proportion of Final	Aligned Course Learning Outcomes (CILOs symbols)

				Assessment	
1	**Continuing assessments (based on in-class participation, home assignments, regularity, punctuality & language use)**	2 - 12	10	10%	a1, a2, b3, b4, c2, d2, d3
2	**Mid-term exam**	8	20	20%	a1, a2, b4, c2, d2, d3
3	**Research projects & presentations**	14 - 15	10	10%	a1, a2, b2, b3, b4, c2, c5, c6, d2, d3
4	**Final Exam**	16	60	60%	a1, a2, b4, c2, d2, d3
	Total		100	100%	

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

1. Required Textbook(s) (maximum two)

Al-Ghrafy, Abdusalam (2014). TGG, An Introductory Course in Transformational Generative Grammar- 2nd ed. A. Al-Ghrafy, Al-Gabri Publishers, Sana'a Yemen.

Sampson, Geoffrey. (1980) Schools of Linguistics: Competition and evolution, London, Hutchinson.

2. Recommended Readings and Reference Materials

Cowper, Elizabeth A. (1992). A Concise introduction to syntactic theory: The Government and binding approach. Chicago: The University of Chicago Press.

Freidin, R. (1992). Foundations of Generative Syntax. Cambridge. Mass: MIT Press Haegeman, L. (1991). (Rev. Ed.). Introduction to Government and Binding Theory. Oxford: Blackwell.

Haegeman, L. (2009). Theory and Description in Generative Syntax. Cambridge: Cambridge University Press.
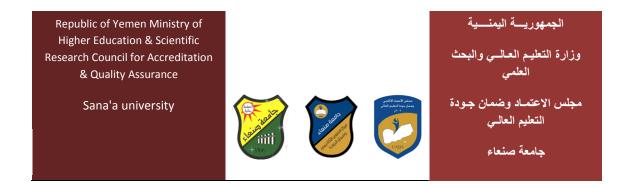
Radford, A. (1981). Transformational Syntax. (Chapter 1-4 only). Cambridge. Cambridge University Press.

_____, (1988). Transformational Grammar (Chapter 4- 10 only). Cambridge. CUP.

_____, (1997). Syntax. A minimal introduction. Cambridge. Cambridge University Press.

Matthews, P.H. (2007). Syntactic Relations: A Critical Survey. Cambridge: Cambridge University Press.

Van Riemsdijk, Hank and E. Williams (1986). Introduction to the theory of grammar. Cambridge. Mass. MIT Press.

Guimarães, E. and D. Luz Pessoa de Barros (2007). History of Linguistics 2002. John Benjamins.

Koerner, E.F.K. (2004). Essays in the History of Linguistics. Berlin: John Benjamins Newmeyer, P. (1981). Linguistic Theory in America. New York. The Academic Press. Olga, Olga and M. Radovanovic (2000). History and Perspectives of Language Study: Papers in honor of Ranko Bugarski. John Benjamins.

Robins, R. H. (1967) A Short History of Linguistics, Bloominton and London, Idiana University Press.

3. Essential References

Chomsky, N. (1957). Syntactic Structures. The Hague: Mouton.

Chomsky, N. (1959). Review of B. F. Skinner1957. Language 35, 26-57.

Chomsky, N. (1965). Aspects of the Theory of Syntax. MIT Press.

Chomsky, N. (1966). Topics in the theory of generative grammar. Mouton: the Hague.

Chomsky, N. (1970). Remarks on Nominalization. In Studies on Semantics in Generative Grammar (1972). The Hague: Mouton. Pages 11-61.

Chomsky, N. (1971). Deep, surface structure and semantic interpretation: in Steinberg and Jakobovits 1971.

Chomsky, N. (1972). Studies on semantics in generative grammar. Mouton: The Hague.

Chomsky, N. (1975). Reflection on language. New York: Pantheon.

Chomsky, N. (1977). Essays in form and interpretation. Amsterdam: North Holland.

Chomsky, N. (1980). Rules and Representation. Oxford: Blackwell.

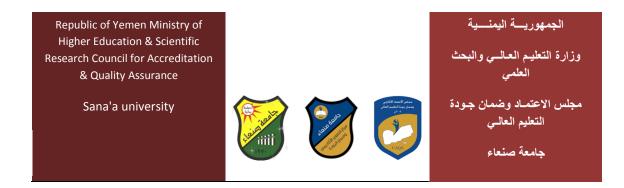Chomsky, N. (1981). Lectures on Government and Binding. Dordrecht Foris.

Chomsky, N. (1982). Some concepts and consequences of the theory of government and binding. Cambridge, Mass. MIT Press.

Chomsky, N. (1986). Barriers. Linguistic Inquiry Monograph 13. MIT Press.

Chomsky, N. (1986). Knowledge of language: its nature, origin and use. New York: Praeger.

Chomsky, N. (1995). The Minimalist Program. MIT Press.

Chomsky, N. (1995). The Minimalist Program. MIT Press.

Crystal, D. (1985). A Dictionary of Linguistics and Phonetics. Oxford: Basil Blackwell.

Crystal, D. (1987). The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press.

Haegeman, L. (1991). Introduction to government and binding theory. Basil

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		جامعة صنعاء

Blackwell, Oxford.

Halliday, M.A.K. (1994). Introduction to Functional Grammar, 2nd ed. London: Edward Arnold.

Halliday, M.A.K. and Hasan, R. (1985). Language, context and text: Aspects of language in a social semiotic perspective. Geelong: Deakin University Press.

Halliday, M.A.K. and Matthiessen, C.M.I.M. (2004). An Introduction to Functional Grammar. Arnold.

Hockett, C. (1958). A course in modern linguistics. New York: Macmillan.

Huddleston, R. (1976). An introduction to English transformational syntax. Longman.

Jackendoff, R. (1972). Semantic interpretation in generative grammar. Cambridge, Massachusetts: MIT Press.

Jackendoff, R. (1977). X-syntax: A study of Phrase Structure. Cambridge, Mass.: MIT Press.

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.
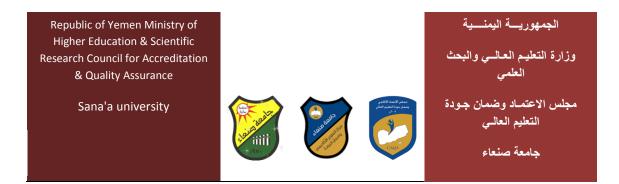
2 **Tardiness:**

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. |

			اللجنة الإشرافية:
ملاحظات	الصفة الوظيفية	الاسم	م
	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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جامعة صنعاء

Course Plan of Development of linguistic theory

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:	Development of linguistic theory				
2-	Course Number & Code:	LNG 5114				
3-	Credit hours:	**C.H**				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	----	----	----	3
4-	Study level/year at which this course is offered:	Semester One				
5-	Pre –requisite (if any):	none				
6-	Co –requisite (if any):	Phonetic and phonological analysis, Morphosyntactic analysis and Semantic and pragmatic analysis				
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 provides a critical survey of the philosophy and development of language study and analysis across time and space starting with ancient Greece and

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Rome, and moving on to Medieval, the Renaissance and the present time. It will mainly focus on the different schools of linguistics comprising descriptive and structural linguistics, functional linguistics, and Chomskyan transformational generative linguistics.

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

After completing this course, students will be able to:

1. Demonstrate knowledge and understanding of a wide range of terminology for describing language use and linguistic analysis;

2. Establish knowledge and understanding of approaches to the philosophy of language with emphasis on schools of linguistics;

3. Show awareness of the process involved in linguistic research;

4. Distinguish research steps of gathering, selecting and organizing material independently and critically, for evaluating its relevance and significance.

5. Relate theoretical concepts to concrete experience;

6. Design and carry out a small-scale research project requiring the collection of linguistic data;

7. Select and synthesize the main points of information, or of an argument, from the course's variety of sources;

8. Develop good practice in the acknowledgement of source material and in the presentation of bibliographies;

9. Abstract and synthesize information from a variety of sources; and

10. Work independently, demonstrate initiative, self-organization and time management.

VI. Course Content:

A. Theoretical Aspect:

No	Topics List	Week Due	Contact Hours
1	**Introduction**	1	3
2	**Grammar in the Ancient Times**	2	3

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3	**Grammar in the Middle Ages**	3	3
4	**Renaissance and Traditional Grammar**	4	3
5	**Emergence of Modern Linguistics**	5	3
6	**Structural Linguistic Theory**	6	3
7	**Functional Theories of Grammar**	7	3
8	**Mid-Term Test**	8	3
9	**Transformational Generative Grammar (TGG)**	9	3
10	**TGG Extended Theory**	10	3
11	**X-bar theory**	11	3
12	**Case, Government and Binding Theories**	12	3
13	**Bounding, Theta and Control Theories**	13	3
14	**Students' Project presentations**	14	3
15	**Students' Project presentations**	15	3
14	**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 & participations**	**2 - 12**	**10**
2	**Mid-term exam**	**8**	**20**
3	**Research projects & presentations**	**14 - 15**	**10**
4	**Final exam**	**16**	**60**

Total	**100**

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	14 - 15	10	10%
5	Final Exam	16	60	60%
	Total		**100**	**100%**

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

1. Required Textbook(s) (maximum two)
Al-Ghrafy, Abdusalam (2014). TGG, An Introductory Course in Transformational Generative Grammar- 2nd ed. A. Al-Ghrafy, Al-Gabri Publishers, Sana'a Yemen. Sampson, Geoffrey. (1980) Schools of Linguistics: Competition and evolution, London, Hutchinson.

2. Recommended Readings and Reference Materials
Cowper, Elizabeth A. (1992). A Concise introduction to syntactic theory: The Government and binding approach. Chicago: The University of Chicago Press. Freidin, R. (1992). Foundations of Generative Syntax. Cambridge. Mass: MIT Press

Republic of Yemen Ministry of Higher Education & Scientific Research Council for Accreditation & Quality Assurance		الجمهوريــة اليمنــية
Sana'a university		وزارة التعليم العالـي والبحث العلمي
		مجلس الاعتمـاد وضمان جودة التعليم العالي
		جامعة صنعاء

Haegeman, L. (1991). (Rev. Ed.). Introduction to Government and Binding Theory. Oxford: Blackwell.

Haegeman, L. (2009). Theory and Description in Generative Syntax. Cambridge: Cambridge University Press.

Radford, A. (1981). Transformational Syntax. (Chapter 1-4 only). Cambridge. Cambridge University Press.

_____, (1988). Transformational Grammar (Chapter 4- 10 only). Cambridge. CUP.

_____, (1997). Syntax. A minimal introduction. Cambridge. Cambridge University Press.

Matthews, P.H. (2007). Syntactic Relations: A Critical Survey. Cambridge: Cambridge University Press.

Van Riemsdijk, Hank and E. Williams (1986). Introduction to the theory of grammar. Cambridge. Mass. MIT Press.

Guimarães, E. and D. Luz Pessoa de Barros (2007). History of Linguistics 2002. John Benjamins.

Koerner, E.F.K. (2004). Essays in the History of Linguistics. Berlin: John Benjamins

Newmeyer, P. (1981). Linguistic Theory in America. New York. The Academic Press.

Olga, Olga and M. Radovanovic (2000). History and Perspectives of Language Study: Papers in honor of Ranko Bugarski. John Benjamins.

Robins, R. H. (1967) A Short History of Linguistics, Bloominton and London, Idiana University Press.

3. Essential References

Chomsky, N. (1957). Syntactic Structures. The Hague: Mouton.

Chomsky, N. (1959). Review of B. F. Skinner1957. Language 35, 26-57.

Chomsky, N. (1965). Aspects of the Theory of Syntax. MIT Press.

Chomsky, N. (1966). Topics in the theory of generative grammar. Mouton: the Hague.

Chomsky, N. (1970). Remarks on Nominalization. In Studies on Semantics in Generative Grammar (1972). The Hague: Mouton. Pages 11-61.

Chomsky, N. (1971). Deep, surface structure and semantic interpretation: in Steinberg and Jakobovits 1971.

Chomsky, N. (1972). Studies on semantics in generative grammar. Mouton: The Hague.

Chomsky, N. (1975). Reflection on language. New York: Pantheon.

Chomsky, N. (1977). Essays in form and interpretation. Amsterdam: North Holland.

Chomsky, N. (1980). Rules and Representation. Oxford: Blackwell.

Chomsky, N. (1981). Lectures on Government and Binding. Dordrecht Foris.

Chomsky, N. (1982). Some concepts and consequences of the theory of government and binding. Cambridge, Mass. MIT Press.

	Chomsky, N. (1986). Barriers. Linguistic Inquiry Monograph 13. MIT Press.
	Chomsky, N. (1986). Knowledge of language: its nature, origin and use. New York: Praeger.
	Chomsky, N. (1995). The Minimalist Program. MIT Press.
	Chomsky, N. (1995). The Minimalist Program. MIT Press.
	Crystal, D. (1985). A Dictionary of Linguistics and Phonetics. Oxford: Basil Blackwell.
	Crystal, D. (1987). The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press.
	Haegeman, L. (1991). Introduction to government and binding theory. Basil Blackwell, Oxford.
	Halliday, M.A.K. (1994). Introduction to Functional Grammar, 2nd ed. London: Edward Arnold.
	Halliday, M.A.K. and Hasan, R. (1985). Language, context and text: Aspects of language in a social semiotic perspective. Geelong: Deakin University Press.
	Halliday, M.A.K. and Matthiessen, C.M.I.M. (2004). An Introduction to Functional Grammar. Arnold.
	Hockett, C. (1958). A course in modern linguistics. New York: Macmillan.
	Huddleston, R. (1976). An introduction to English transformational syntax. Longman.
	Jackendoff, R. (1972). Semantic interpretation in generative grammar. Cambridge, Massachusetts: MIT Press.
	Jackendoff, R. (1977). X-syntax: A study of Phrase Structure. Cambridge, Mass.: MIT F

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.