Soran University
(Introduction to Linguistics)
Course Description

Basic Course Information	
University	**Soran**
Faculty	**Arts**
Department	**English**
Course Title	**Introduction to Linguistics**
Semester	**3rd**
Number of Units/ Credit	**6**
Hours per a week	**4**

Basic Instructor Information	
Name and Scientific Title of the Instructor	**Ameerah Mamar Nabee, Assistant. Lecturer**
Email Adress and Phone number (if permitted)	**Amira.naaby@soran.edu.iq**
Office Hours	**Sunday and Tuesday (9:00 – 3:00)**
Preferred Method of Contact	**University Email**
Teaching Assistant Name (if there is one)	
Contact Information of Teaching Assistant	

Basic Course Information	
Introduction to the course and how does this course fits in the college or department curriculum	This module of introduction to linguistics is designed for second year university students as part of English language study needs. The course consists of sixteen weeks which cover a general introduction to linguistics, scope of linguistics. It also explains basic concepts and essential terminologies. In addition, this module is an introductory. That is, the aim is to first familiarize students with the essence of linguistics. Gradually, the course is intended to raise students' awareness about branches of linguistics such as phonetics and phonology, morphology, syntax, semantics and pragmatics apparently. Hence, the course can assist them to better get ready by the time they take the branches more profoundly in the upcoming semesters.
Course Learning outcome which fits department, faculty and University's learning outcomes.	**By the end of this course, the students will be able to:** **1- Analyse language through appropriate linguistic theories and concepts in the critical perspective. (PLO1)** **2- Interpret the main features of human language and compare it with animal communication. (PLO5)** **3- Identify the scope of linguistics and its components such as phonetics, phonology, morphology, syntax… (PLO2)** **4- Recognize morphemes in English language and the various processes for creating new words in language.** **5- Identify the non-literal – hidden meaning of utterances conveyed by specific speakers in specific contexts through pragmatic theories and approaches.(PLO6)**

	6- Evaluate the relation between language and society by identifying the variables that affect language use such as class, gender, age…(PLO8)
What are skills and competences that could be developed throughout this course	**Throughout this course, the students will gain various skills and competencies such as:** **1- Analytical skills: analysing the theories and concepts of language.** **2- Communication skills: helps the students to improve their spoken and verbal communication.** **3- Research skills: the analytical skills developed in this course will help the students to work on language related phenomena and research on them.** **4- Language skills: fosters listening and speaking skills.**
How this course connects academia to society and marketplace	**The students can get benefit from the gained skills and competencies of this module in teaching English language as (EFL) in the education sector such as schools and universities. They will rather apprehend the language and enhance use it in the workforce. More specifically, the properties that are unique to humans can enhance the students to get benefits from them and apply them in the field of teaching and translating.**
Course pre-requisites (if there is any)	**None**

Course Requirements and Assessment Overview

Pre-requirements: Reading a book, an article, watching a movie or a documentary, Knowing a language or any other requirement	
Nature of assessment, method and types of examination	**1- Student presentation 7** **2- Quizzes 6** **3- Learning Reflection diary 5** **4- Jigsaw activity 5** **5- Daily participation 7** **6- Mid-term exam 20** **7- Final exam 50**
Deadlines and test dates, description of grading procedure	It is assigned by the instructor and department.

Suggested Scientific Recourses

1. **The Study of Language** by George Yule second edition
2. **Linguistics** by Jean Aitchison fifth edition
3. **How languages work**, Carol Gennette
4. **What is this Thing Called Language?** by David Nunan second edition

Student Support Resources

Textbook and other required materials.	**Various means will be used for covering the lectures throughout the course such as PowerPoint slides, whiteboard, textbook, articles, and listen to music, .watching films, and other related materials online**

Campus Resources, scientific consultant, counselling.	**Scientific consultant**: members of Scientific Committee **Counselling:** health.safety@soran.edu.iq
Career Development Centre (CDC)	cdc@soran.edu.iq
Other student supports	

University Policies	
• University based policies- Academic Integrity	https://main.soran.edu.iq/student-affairs/8
• Course specific policies, participation, behaviour, late assignments, test dates, etc..	Students are required to prepare in advance and participate in the classes. they are expected to respect different and counterarguments.
Regulation of Student's Absence Record	https://main.soran.edu.iq/student-affairs/11
Statement on Accommodation	https://main.soran.edu.iq/student-affairs/4
Emergency Response Plan	https://main.soran.edu.iq/student-affairs/10
Codes of misconduct	https://main.soran.edu.iq/student-affairs/6
Important dates, deadlines	To be determined by the department

Delivery and Workload		
Type of Learning g time	**Number of Hours**	**Percentage**
Contact time	3	%25.92
Tutorial	1	%8.64
Directed-self study	1	%8.64
Portfolio	2	%8.64
Preparation for Fishbowl activity	2	%17.28
Preparation for seminars	1	%8.64
Midsemester Diary	1	%17.28
Total	11	95.4

WORKLOAD

The information below is provided as a guide to assist students in engaging appropriately with the course requirements. Please note that, in general, for each formal contact hour, it is expected that a minimum of 2 additional hours of independent study are undertaken. The following table shows an estimate of students' workload:

Work Type (Activities)	Quantity	Duration (Hrs.)	Total (Hrs.)
Wider reading (independent)			
Wider reading (directed)			
Exam revision / preparation			
Peer assisted learning			
Advances preparation for classes			
Preparation for tutorials			
Preparation for presentations			
Preparation for seminars			
Preparation for performance			
Preparation of practical report			
Completion of formative assessment tasks			
Revision and preparation for in-class or end of module examination			
Group study tasks			
Carry-out research project			
Dissertation writing			
Essay preparation – may include conducting research, analyzing data, editing the finished product			
Reflection – for example, lecture consolidation or engaging with feedback			
Total hours by term			
Module total hours			

ECTS based on Student Workload

Activates	Quantity	Duration (Hrs)	Total Workload (Hrs)
Course Duration	14	3	42
Tutorial	14	1	14

Practical	14	1	14
Mid-term Examination	1	2	2
Final Examination	1	2	2
Assignments	7	5	35
Hours for off-the-classroom study	13	1	13
Term Projects	1	40	40

Weekly Syllabus						
week	**Topic**	**Description**	**Week's learning outcomes that fit course learning outcomes**	**Teaching and Learning Activities**	**Assessment**	**Note**
Week one	Introduction to Course book	Explanation of the course book in detail along with the assessment of the of the module.	The students will be able to have an insight about the scope of linguistics and the whole course in general.	- Lecturing - Question and answers		
Week two	- Introduction to Linguistics. - Who is a linguist? - How does linguistics differ from traditional grammar? - The scope of Linguistics.	This lecture gives an introduction about the basics of linguistics, the definition of a linguist, as well as the comparison between linguistics and traditional grammar.	- The students will be able to introduce linguistics as the main study of language, the development of linguistics, the characteristics of a linguist. - Also, they can compare between linguistics and traditional grammar as well the main components of linguistics.	- Postering - Questions and answers - Discussions		
Week three	- The origin of human language - Theories of Language - Historical linguistics - 20th century linguistics - 21st century linguistics - Famous linguists in history	This lecture sheds light on the history and the development of linguistics as a science, the main theories of linguistics throughout history as well as the famous linguists within centuries.	The students will be able to demonstrate an understanding of the origin of language, its development, they can show an understanding of the historical development of the study up to now. **CLO1**	- Lecturing - Student Presentation - Questions and answers - Discussions		
Week four	- Human language Vs animal communication - Characteristics of	Focusing on the main distinctions between human language and	The students will be able to comprehend the differences that make human a unique system of communication	- Socratic method - - Student		

	human language (Design Features)	animal communication by defining the features of language.	than animals'. The main features that distinct human language include arbitrariness, duality, displacement, creativity….etc. **CLO2**	Presentation - Think/pair/share - Questions and answers		
Week five	**Phonetics and phonology** - Description of sounds - Phonemes in English - Allophones -	The main focus of this lecture will be on the way human speech sounds are produced, it attempts to answer the such questions as, how the sounds are produced, what are the place , manner and voicing of the sounds? How phonemes are arranged into syllables in English language?	The students will be able to analyse the various mechanisms applied for the production, transmission and perception of human speech sounds as well as the arrangement of the phonemes into larger units known as syllables. **CLO2**	- Lecturing - Pair work - Student Presentation - Questions and answers		
Week six	**Morphology** -Morphemes - Morphs - Types of Morphemes - Types of words according to the number of morphemes.	This lecture attempts to introduce the level of morphology by identifying the basic components such as morphemes, its characteristics and types.	The students will be able to identify words in English divide it into smaller units known as morphemes, the types of morphemes, the characteristics of morphemes along with some other related concepts.	- Lecturing - Student Presentation - Questions and answers - practice		
Week seven	**Morphology** - Word formation Processes in language	This lecture explains the several processes applied in language to increase the number of words in language such as coinage, clipping, blending, borrowing, back-formation …etc.	The students will be able to identify the processes for forming new words in language such as coinage, clipping, blending, borrowing, back-formation …etc. thus, they can analyse the words based on their type of formation. **CLO4**	- Lecturing - Student Presentation - Questions and answers - Group activities		
Week eight	Mid-term Exam	-	-	-	-	-
Week nine	**Syntax** - Parts of speech - Sentence structures in English	Explaining the ways sentences are constructed in English language and the types of words including nouns, verbs,	The students will be able to develop their abilities in recognizing parts of speech and constructing sentences by adopting different sentence structures and patterns. **CLO3**	- Jigsaw activity Presentation - Questions and answers		
Week ten	**Semantics** - Definition of	This lecture is devoted to	The students will be able to comprehend the literal	- Group activity		

	meaning - Lexical relations: - Synonymy - Antonymy - Hyponymy - Homonymy	introduce meaning, types of meaning, lexical relations between words…etc.	meaning of words and sentences and their relation with their references in the external world via semantic analysis. **CLO3**	- Student Presentation - Questions and answers		
Week eleven	**Pragmatics** - Meaning in context - Speech act - Politeness	This lecture sheds light on pragmatic concepts such context, speech act theory, politeness theory…etc.	The students will be able to identify the non-literal – hidden meaning of utterances conveyed by specific speakers in specific contexts through pragmatic theories and approaches. **CLO5**	- Flipped class - Whole class discussion		
Week twelve	**Sociolinguistics** - Language and society - Dialect Vs. accent - Language varieties - Pidgin and creole	This lecture gives emphasis to some relevant terms and concepts in the field of sociolinguistics.	The students will be able to interpret the relation between n language and society by identifying the variables that affect language use such as class, gender, age… **CLO6**	- Flipped class - Reflective work.		
Week thirteen	**Discourse analysis** - Cohesion - Coherence - Speech events - Turn –taking	This lecture gives emphasis to some relevant terms and concepts in the field of discourse analysis.	The students will be able to Analyse language beyond sentences in relation to a specific social, political or cultural context. **CLO6**	Lecturing and group discussion		
Week fourteen	Review of the whole course	Giving the students an opportunity to recap the main ideas of the whole module.	The students will have an insight about the content of the module thoroughly and consistently.	Questions and answers Discussions		
Week fifteen	Final Exam	-	-	-	-	-

Guidelines on grading policy					
ECTS Grade	Definition	US Grade	US %	IRQ%	Grade point Average
A – Excellent	Outstanding performance	A	90-100%	90-100%	5.0
B – Very Good	Above average with some errors	B	80-89%	80-89%	4.0
C – Good	Sound work with notable errors	C+	75-79%	70-79%	3.0

D – Satisfactory	Fair but with major shortcomings	C	70-74%	60-69%	2.0
E – Sufficient	Work meets minimum criteria	D	60-69%	50-59%	1.0
FX – Fail	More work required but credit awarded			0-49	0.0
F- Fail	Considerable amount of more work required				

Important Note

- *Students are requested to monitor the comprehensive fulfilment of the learning outcomes as outlined in the coursebook on a weekly basis. The evaluation of your academic performance is finally aligned with these outcomes, as exam questions will be derived from them. Should you come across any binding item of the learning outcomes that has not adequately addressed, it is incumbent upon you to promptly communicate this to the module lecturer, informing them of your difficulty in achieving the specified outcome.*

- *Please note that this coursebook serves as a binding academic contract; both lecturers and students are required to sign a form demonstrating their full commitment to adherence to the provisions detailed therein.*

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