Revised draft
Syllabus of MA in Linguistics and Language Technology (Total 64 credits: 15 papers and a dissertation)

Semester I (4 papers -16 credits)
1. Philosophical Underpinnings of Modern Linguistics I – 4 credits
2. Phonetics and Phonology I – 4 credits
3. Morphology – 4 credits
4. Syntax I - 4 credits

Semester II (4 papers – 16 credits)
1. Syntax II– 4 credits
2. Phonology II – 4 credits
3. Cognitive Linguistics – 4 credits
4. Field Linguistics – 4 credits

Semester III (4 papers – 16 credits)
1. Language Universals and Language Typology -4 credits
2. Semantics –4 credits
3. Computational Linguistics - 4 credits
4. Elective Courses (any one of the following to be opted for) – 4 credits
   - (1) Advanced Syntax - I
   - (2) Advanced Cognitive Linguistics –I
   - (3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - I
   - (4) Advanced Phonology - I

Semester IV (16 credits: 3 papers and a dissertation)
1. Historical Linguistics – 3 credits
2. Sociolinguistics – 3 credits
3. Elective Courses (Part II of the one opted for in the previous semester) - 4 credits
   - (1) Advanced Syntax - II
   - (2) Advanced Cognitive Linguistics –II
   - (3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - II
   - (4) Advanced Phonology - II

4. Dissertation – 6 credits (Students will require to write a dissertation of 6,000 words on a topic from her are of specialization)
**Semester I** (4 papers -16 credits)
1. Philosophical Underpinnings of Modern Linguistics I – 4 credits
2. Phonetics and Phonology I – 4 credits
3. Morphology – 4 credits
4. Syntax I - 4 credits

**Semester I** (4 papers -16 credits)

1. **PHILOSOPHICAL UNDERPINNINGS OF MODERN LINGUISTICS** – 4 credits

1. Language as a Natural Object and Contemporary Debates
2. The Metaphor-focused Cognitive Approach
3. The Indian Approach

**Text Book(s):**

**Essential Readings:**

2. **PHONETICS AND PHONOLOGY** – 4 credits

**Phonetics**
1. The Anatomy and Physiology of Speech
2. Initiation of Speech
3. Articulation
4. Obstruents
5. Sonorants
6. Supersegmentals
7. Multiple Articulation and Co-articulation
   Double articulation; secondary articulation; co-articulation; parametric phonetics
8. Phonetic Transcription
   Principles and method; terminology; relating to transcription; learning skills; phonemic and phonetic transcription
9. Acoustic Characteristics of Speech
   Transmission; frequency; pitch; amplitude; resonance; measuring frequency; pitch

**Text book:**

**Essential Readings:**


**Phonology**

1. Sounds of Speech
   Sounds; natural classes; distinctive features; stricture; major class features; laryngeal features; secondary articulation; prosodic features

2. Distinctive and the Phonemic Principle
   Phonemicization; formalization; minimal pairs; complementary distribution

3. Natural Class
   The psychological reality of the phoneme; phonetic similarity; variation

4. Morphophonology
   Connection to morphology; neutralization

5. Rule Ordering
   Rule writing; rule ordering

**Text book:**

**Essential Readings:**

**3. MORPHOLOGY I — 4 credits**

1. Word Classes and Morphemes Classes
   Grammatical category, inflection and derivation

2. Analysing Morphological Structure
   Complex words

3. Variation in Morphology
   Types of variation

4. The Hierarchical Structure of Words
   Trees and labelled brackets; heads and hierarchy

5. The Status of Words
   Word boundaries and critics; the lexicon.

6. Problems in Morphological Analysis
   Zero derivation; unmarked forms; discontinuous morphemes

7. Morphology and Typology
   Syntactic word order and morpheme order
Text book:

Essential Readings:

4. SYNTAX I – 4 credits

1. Phrase Structure Grammar and Transformational Grammar (the Aspects Model)

   Constituency and Constituency Tests – Phrase structure grammar – inadequacy of PS grammar –
   transformations – deep structure and surface structure (the Aspects model).
   (Jacob & Rosenbaum 1968, Chs. 2-4; Culicover 1976, pp. 7-21)

2. Rules and Constraints on Rules

   Types of Rules: Phrase Structure Rules, Transformations, and Interpretive Rules – Types of
   (Culicover 1976, pp. 274-284)

3. The Theory of Government and Binding

   Universal Grammar, the Innateness Hypothesis – Principles and parameters – D-structure, S-
   structure, PF and LF (the GB model) – the projection principle – movement and trace – anaphors,
   pronouns, R-expressions and the binding principles – c-command – thematic (theta) roles: agent,
   patient or theme, experiencer, goal etc. – the theta criterion – Case (structural and inherent),
   Case assignment, the Case Filter – bounding theory (subjacency) –PRO and control.
   (Roberts 1997, 'Introduction' (for notion of parameters), Ch. 2 (for projection principle and Case
   theory), Chapter 3 (for binding principles); Haegman & Gueron 1999, pp. 21-44 (for theta criterion)).

Text book:

Essential Readings:
Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University
Press, 1997).
Riemsdijk, H. Van & E Williams. Introduction to the Theory of Grammar. (Cambridge: Cambridge University
Semester II (4 papers – 16 credits)
1. Syntax II – 4 credits
2. Phonology II – 4 credits
3. Cognitive Linguistics – 4 credits
4. Field Linguistics – 4 credits

Semester II

1. SYNTAX II – 4 credits

1. Phrase Structure
   X-bar theory (head, complement, specifier) – binary branching – S as IP, S-bar as CP - the DP - analysis of Noun Phrases – the head-complement parameter.

2. Some Syntactic Operations and Constructions

3. Some Principles of Grammar
   Move alpha – constraints on movement: the Ross constraints explained in terms of subjacency – government – proper government, ECP (empty category principle) – Case theory, Case as motivation for movement – binding theory (Principles A, B and C) – strong and weak crossover – theta theory, theta marking – PRO as subject of infinitives – small pro, the pro-drop parameter – quantifiers, quantifier raising, scope ambiguity.

4. Some Recent Developments

Text book:

Essential Readings:

2. PHONOLOGY – II 4 credits

Feature Geometry
Distinctive features; articulator theory, feature tree; characterizing phonological rules; spreading, delinking, insertion and deletion; spreading of terminal features; consonant-vowel interaction.
Cyclic phonology
   Derived environment rules; strict cycle; lexical phonology; elsewhere condition; structure preservations; multistratal rules; word level

The syllable
   Syllabification; quantitative approach to syllable; moraic theory; compensatory lengthening; timing tier

Text book:

Suggested Reading:

3. COGNITIVE LINGUISTICS – 4 credits

1. Prototypes and Categories
   Early empirical research into lexical categories – the internal structure of categories: prototypes, attributes, family resemblance and gestalt – context-dependence and cultural models

2. Levels of Categorization
   Basic level categories of organisms and concrete objects; superordinate categories and experiential hierarchies; Subordinate categories, composite terms and word-formation; Basic level categories and basic experiences; actions, events, properties, states and locations

3. Conceptual metaphors and metonymies
   Metaphors and metonymies: from figures of speech to conceptual systems; metaphors, metonymies and the structure of emotion categories; metaphors as a way of thinking: examples from science and politics.

4. Figure and ground
   Figure and ground, trajectory and landmark: early research into prepositions; figure, ground and two metaphors: a cognitive explanation of simple clause patterns; Other types of prominence and cognitive processing

5. The Frame and attention approach
   Frame and scripts; Event-frames and the windowing of attention; Language-specific framing and its use in narratives

6. Other issues in cognitive linguistics
   Iconicity; Grammaticalization; Lexical change and prototypicality; Effects on foreign language teaching

Text book:

Essential Readings:

4. **FIELD LINGUISTICS** – 4 credits

In this course, a language which is relatively under described or so far completely un-described is chosen for linguistic analysis. Students are first introduced to the basic techniques of the data collection and transcription. They then collect data from an informant(s) on various aspects of language being investigated such as phonology, morphology and syntax and work out the basic structural patterns in the language. Students also examine the pragmatic and sociolinguistic aspects of the language being analyzed.

**Text book:**

**Essential Readings:**


**Semester III** (4 papers – 16 credits)

1. Language Universals and Language Typology - 4 credits
2. Semantics – 4 credits
3. Computational Linguistics - 3 credits
4. Elective Courses: 3 credits each
   
   (1) Advanced Syntax - I 
   (2) Advanced Cognitive Linguistics – I 
   (3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - I 
   (4) Advanced Phonology - I 

**Semester III**

1. **LANGUAGE UNIVERSALS AND LANGUAGE TYPOLOGY** – 4 credits

1. Language universals and language typology

Language typology and language universals; types of universals; genetic, typological and typological classifications of language; formal and substantive universals; implicational and non-implication universals. Morphological universals. Morphological types of languages-agglutinative, analytical (isolating), synthetic fusional (inflecting), infixing and polysynthetic (incorporating) languages. Aspiration; nasalization; retroflexion; Trubetzkey’s typology of the
vowel systems; person; number; gender; case; aspect and tense. Contribution of typological research to Linguistic theory. (Comrie 1981, pp. 1-29, 39-50; Subbarao & Saxena 1987; Butt et al. 1994)

2. Inductive vs. Deductive Approaches

Chomsky’s concept of language universals and parametric variations; word order typology. Greenburg’s word order universals for verb-final and verb-medial languages and related features in terms of South Asian languages. (Lehman 1978, pp. 57-138, 169-222)

3. Syntactic Typology

Word order within a sentence and a noun phrase. Anaphora, monomorphemic vs polymorphemic anaphors, emphatics, verbal reflexives and reciprocals; long distance binding; pronouns: inclusive-exclusive. The Principles of Binding of Chomsky; relative-correlative clauses; complementation and the quotative; verb be; pro-drop; agreement; conjunctive particlles; the identical subject constraint on CP formation; lexical subjects in CPs; scope of the negative in the CP Construction; ergativity, dative-genitive subjects. (Gair et al. 2000; Subbarao et al. 1989; Bhaskararao 2001; Masica 1974; Masica 1991)

4. Phonological and Morphological Typology

An in-depth study of retroflexion; vowel harmony; aspiration; nasalization; reduplication; echo formation; onomatopoeia; morphological, lexical and periphrastic causatives. (Abbi 2001; Masica 1991)

5. Convergence and Typology

Linguistic Area, a critical evaluation of the evidence in support of ‘India as a Linguistic Area’ (with special reference to the notion developed by Chatterjee, Emeneau, Hock); the verb say construction; synchronic evidence for diachronic evidence problems. Convergence: constraints on convergence; constraints in syntactic change in linguistic contact situations; phonetic, phonological, morphological and syntactic features of Indo-Aryan, Dravidian, Austro-Asiatic and Tibeto-Burman language families of South Asia. (Bhaskararao & Subbarao 2001; Arora & Subbarao 1989; Subbarao & Arora 1989; Emeneau 1964; Hock 1975)

Textbook:

Essential Readings:

2. SEMANTICS – 4 credits

1. Preliminaries
   Semantics in Linguistics; Meaning, Thought, and Reality
2. Semantic Description
   Word meaning; Sentence Relations and Truth; Sentence Semantics: Situations; Sentence 3.

3. Semantics
   Participants; Context and Inference; Function of Language: Speech as Action

4. Theoretical Approaches
   Meaning Components; Formal Semantics

Text book:

Essential Readings:

3. COMPUTATIONAL LINGUISTICS – 4 credits

1. Man-machine interface
   Concept of artificial intelligence (AI) – information system and information processing –
   concept of formal language - natural language (NL) and real language; natural language as
   man-machine interface

2. Natural language processing
   Basic characteristics of NL – knowledge representation – three models – fame model, script
   model, information-format model – function of natural language

3. Computer
   Computer in historical perspective – calculating machine – computer for information stages –
   electric computer – computer with brain analysis – computer language – Basic, Fortan, Algol

4. Computational linguistics
   Relationship between linguistics and NLP – project Grammarama (Miller) – parsers and NLP,
   computational model for linguistics

5. Language Engineering
   Computer application – speech synthesis – machine translation – associative information
   retrieval – testing linguistic hypothesis – computer aided language teaching (CALT)

Text book:

Essential readings:
Andrew, A M. *Artificial Intelligence.* (Kent: Abacus Press, 1983).
Jurafsky, D., J H Martin. *Speech and Language Processing: An Introduction to Natural Language
   Processing, Computational Linguistics, and Speech Recognition.* (London: Prentice Hall,
   2000).
4. ELECTIVE COURSES – 4 credits each

(1) Advanced Syntax - I
(2) Advanced Cognitive Linguistics –I
(3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - I
(4) Advanced Phonology - I

Semester IV (16 credits: 3 papers and a dissertation)

1. Historical Linguistics – 3 credits
2. Sociolinguistics – 3 credits
3. Elective Courses (part of II of the one opted for in the previous semester) - 4 credits

(1) Advanced Syntax - II
(2) Advanced Cognitive Linguistics –II
(3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - II
(4) Advanced Phonology - II

3. Dissertation – 6 credits (Students will require to write a dissertation of 6,000 words on any topic from her area of specialization)

Semester IV

1. HISTORICAL LINGUISTICS - 3 credits


2. Sound Change: Preliminaries of sound change; Natural Processes; Phonetic change and phonetic change.

3. Social motivations of sound change: studies by Labov and Trudgill; Lexical Diffusion.

4. Phonological Processes; merger and split. Sound shift: Sound Laws: Grimm’s Law; Grassmann’s Law; Verner’s Law; the Law of the Palatals; Fortunatov’s Law.

5. Reconstruction: External and Internal; Reality of Reconstruction; Abstractness of reconstruction; Internal Reconstruction: Synchronic or Diachronic.

6. Language Contact Phenomena: Borrowing types of borrowing: phonological, morphological and syntactic; Pidgins and Creoles; code-switching and code-mixing; Grammatical Change: Analogy: Proportional analogy; analogical leveling, analogical shift; analogical creation; laws and tendencies of analogy.

7. Semantic change: Causes and effects of semantic change; directions of semantic change.

Text book:

Essential Readings:
2. SOCIOLINGUISTICS – 3 credits

1. What do sociolinguists study?
   What is a sociolinguist? – why do we say the same thing in different ways? – what are the different ways we say things? – social factors, dimensions, and explanations

2. Multilingual speech communities
   Language choice in multilingual communities: choosing one’s variety or code – diglossia – code switching and code mixing
   Language maintenance and shift: language shift in different communities – language death and language loss – factors contributing to language shift – how can a minority language be maintained – language revival
   Linguistic varieties and multilingual nations: vernacular languages – standard languages – lingua francas – pidgins and creoles
   National languages and language planning: national and official languages – planning for a national official language – the linguist’s role in language planning

3. Language variation: focus on users
   Regional and social dialects: regional variation – social variation – social dialects
   Gender and age: gender exclusive speech differences: highly structured communities - gender preferential speech features: social dialect research – gender and social class – explanations of woman’s linguistic behaviour – age graded features of speech – age and social dialect data – age grading and language change
   Ethnicity and social networks: ethnicity – social networks
   Language change: variation and change – how do changes spread? – how do we study language change? – reasons for language change

4. Language variation: focus on uses
   Style, context, and register: addressee as an influence on style – accommodation theory – context, style and class - style in non western societies
   Speech functions, politeness and cross-cultural communication: the functions of speech – politeness and address forms – linguistic politeness in different cultures
   Gender, politeness and stereotypes: women’s language and confidence – interaction – gossip – the construction of gender – sexist language
   Language, cognition and culture: language and perception – Sapir and Whorf – linguistic categories and cultures – discourse patterns and cultures – language, social class and cognition
   Analysing discourse: pragmatics and politeness theory – ethnography of speaking – interactional sociolinguistics – conversation analysis (CA) – critical discourse analysis (CDA)
Attitude and application: attitudes to language – sociolinguistics and education –

Sociolinguistic competence – dimension of sociolinguistic analysis – sociolinguistic universal

Text book:

Essential Readings:

2. ELECTIVE COURSES – 4 credits each

(1) Advanced Syntax - II
(2) Advanced Cognitive Linguistics –II
(3) Advanced Field Linguistics (mainly on Tibeto-Burman Languages) - II
(4) Advanced Phonology - II

3. DISSERTATION – 6 credits

2. ADVANCED SYNTAX (I & II)

a. Basic issues in the principles and parameters theory
Interaction of principles within certain parameters; Language specific examples and the question of basic word order; problems with the theory.

b. From principles and parameters theory to the minimalist program
Reasons for discarding D- Structure and S-structure. How does the computational system work in the minimalist program? Functional categories and the significance of DP analysis; AGR o p, AGR P and Tense phrase, scope for innovation to account for language specific phrasal categories.

c. Some key concepts in the minimalist program
Spell-out, greed, procrastination, last resort, AGR-based case theory, multiple-spec hypothesis, strong and weak features; interpretable and non-interpretable features.

d. Transformational components
The copy theory of movement, its properties, motivation for move alpha, LF and PF movement, checking devices and features of convergence.

**e. Logical form**

Question of semantic interpretation in the minimalist program; how does it differ from that in the principles and parameters theory?

(The *Advance Syntax* course will be taught over two semesters: **a**, **b**, and **c** will be taught in the 3rd Semester, while **d** and **e** will be taught in the 4th semester).

**Text book:**


**Essential Readings (for both I & II):**


(2). **ADVANCED COGNITIVE LINGUISTICS (I & II)**

**a. Overview of the Cognitive Linguistics Enterprise**

What does it mean to know a language? The nature of cognitive linguistics: assumptions and commitments; Universals and variations in language, thought and experience; Language in use: knowledge of language, language change and acquisition.

**b. Cognitive Semantics (I)**

What is cognitive semantics? Embodiment and conceptual structure; The Encyclopedic view of meaning; Categorization and idealized cognitive models.

Metaphors and metonymy; Word meaning and radial categories; Meaning construction and mental spaces; Conceptual blending; Cognitive semantics in context.

**c. Cognitive Semantics (II)**

Metaphors and metonymy; Word meaning and radial categories; Meaning construction and mental spaces; Conceptual blending; Cognitive semantics in context.

**d. Cognitive Approaches to Grammar**

What is a cognitive approach to grammar? The conceptual basis of grammar; Cognitive Grammar: world classes; Cognitive Grammar: constructions; Cognitive Grammar: tense, aspect, mood and voice; Motivating a construction grammar; The architecture of construction grammars; Grammaticalisation; Cognitive approaches to grammar in context.
The Advanced Cognitive Linguistics course will be taught over two semesters: a and b will be taught in Semester III; c and d in Semester IV.

**Text book:**

**Essential Readings (for both I & II):**

(3). ADVANCED PHONOLOGY I & II

**A. Generative Phonology: Linear Model**

a. Goals of phonological theory
Phonetics and phonology; the concept of phoneme; prosodic phonology and generative phonology; distinctive features vs. Phoneme; levels and models of representation of sounds; simplicity, natural class, linguistically significant generalization, explanation and language universals.

b. Distinctive feature theory
Prague school on distinctive oppositions binary principle and Jakobson’s theory of distinctive features; the distinctive features in SPE; controversy on value specification; unary, binary, or multinary; boundaries as features; diacritic features.

c. Rule formalism and rule ordering
Ms\S. rules, M.S. constraints, abbreviatory conventions, braces, bracket, parenthesis, angled bracket and alpha notation; P-rule tyles; rule ordering hypothesis; feeding vs. bleeding, counter feeding vs. counter bleeding, disjunctive vs. conjunctive.

d. Constraint on phonological rules
Abstractness of underlying representations; the alteration condition; strength hierarchy; principles of markedness; the role of morphology, lexicon and syntax in phonology.

e. Post SPE linear models
Natural generative phonology; ban on absolute neutralization, true generation condition; no ordering condition; role types; p-rules, MP-rules, well-formedness rules; spellout rules, syllable rules; via rules.

Natural phonology; natural phonetic constraints; language acquisition as unlearning of process; processes and rules. Atomic phonology; limited the rules of P-rules; atomic rules and its variants; forms of atomic.

**B. Generative Phonology: Non-linear Model**

a. Phonological representations
Advantage of non-linear models over linear models; tiers and representations – skeletal tier and many-to-one-mapping, timing tier; skeletal shape as morphological element; C/N slots vs. x slots; prosodic templates.

b. CV – Phonology
Syllable and representation of syllable structure; CV-tier-syllabification, disyllabification; universal association convention; the onset first principles; sonority hierarchy; syllable and word formation condition; syllable weight; light, heavy, extra-heavy; ambisyllabicity, extrasyllabicity, syllable typology.

c. Metrical phonology
Syllable structure, word stress and prosodic levels; branching feet; left branching, right branching; metrical trees; notation and interpretation; lexical category prominence rule; nuclear stress rule; metrical grids; trees and grids.

d. Markedness, underspecification and optimality
Markedness in current phonology; context free and context sensitive markedness; underspecification; theory of optimality.

e. Morphology/Syntax – phonology interface
Interaction of phonology and morphology; concept of strict cyclicity in lexical phonology – irregular inflection, class I derivation, class II derivation, compounding, regular inflection; lexical and post-lexical rules. Impact of syntactic structure on phonological structure; relation-based mapping and end-base mapping; prosodic hierarchy.

(The Advance Phonology course will be taught over two semesters: A will be taught in the 3rd Semester, while B will be taught in the 4th semester).

Text book:

Essential Readings (for both I& II):

(4) ADVANCED FIELD LINGUISTICS (I & II)

With the (theoretical) knowledge of techniques of data collection and transcription, as already acquired in the second semester, students, in this Elective course, will make a comprehensive linguistic analysis of a (Tibeto-Burman) language which is relatively under described or so far completely undescribed. They also examine the pragmatic and sociolinguistic aspects of the language being analyzed. During the third semester, each student chooses a specific topic and prepares himself to write a dissertation on it over the 3rd and 4th semesters. Students go on a field trip to the area in which the language under investigation is spoken and collect extensive data in order to verify their hypotheses. The dissertation includes a brief typological sketch of the language and a discussion about the salient features of the language in terms of the topic chosen by the student. Dissertations follow a standard style sheet and will be submitted before the Final Exam is held.