



Kurdistan Region Government  
Ministry of Higher Education and Scientific Research  
Erbil Polytechnic University

## Module Catalogue

2023-2024

College	Erbil Administration Technical College	
Department	Department of International Marketing and Language / IML	
Module Title	General Linguistics	
Module Code	GL803	
Modul Level	UG4	
Semester of Delivery	8 <sup>th</sup> Semester	
ECTS (Credits)	4	
Module type	Request	
Weekly hours	3 hours	
Weekly hours (Theory) + practical	1 + 2 h	
Weekly hours (tutorial )	1 hour	
Number of Weeks		
Modul Tuter	Dr. Dashne Azad Sedeeq	
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<b>Course Description</b>	This is a 15-week undergraduate course, over one semester. This course provides a comprehensive introduction to the field of general linguistics, offering students a foundational understanding of the principles and theories that underlie the study of language. The course explores the structure, functions, and diversity of human language, covering various linguistic subfields and their applications.
<b>Course objectives</b>	<p>This course aims to provide students with a thorough understanding of the core ideas, theories, and approaches in general linguistics. Acquiring proficiency in language analysis and description, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, is another goal.</p> <p>Furthermore, it aims to enhance research competencies, such as the capacity to create research questions, carry out literature evaluations, and plan and carry out language research projects. By interacting with and assessing language ideas, approaches, and current problems in the area, students can develop critical thinking abilities.</p>
<b>Student's obligation</b>	<p>Students have to fulfilled their fundamental role in both the class or electronic platforms, according to the university rules as:</p> <ul style="list-style-type: none"> <li>• Attendance: Students should make every effort to maintain good attendance in their classes or checking their platforms account.</li> <li>• Participation: Each student should participate in their classes (face to face class/ electronic one). Discussing relevant subjects at appropriate times can spark new conversations and produce valuable debates, also each student should contribute to the assignment. Students who are shy do not have to take a leadership role, but they can offer to take notes and add a few ideas.</li> <li>• Questions: Asking questions about unclear material is an important part of the classroom experience. It is not uncommon for students to have similar difficulties, so speaking up will help everyone understand the discussed information. As a teacher, I can also benefit from a student’s questions. By finding out what subjects are hard to understand, based on that I can adjust my lectures to clear up confusing topics.</li> <li>• Respect: is another point that the students should into consideration. Students need to respect the ideas and opinions of their classmates in and outside of the classroom. They should not ridicule someone for having a different viewpoint, and they should be willing to listen to alternative perspectives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Preparation: Students should present four presentations within this academic semester. In addition to, they have to do their weekly assignments before their attendance to the class.</li> <li>• Develop critical thinking skills to evaluate and analyze linguistic theories, methodologies, and research findings. Constructive questioning and critical engagement with the material contribute to a deeper understanding of linguistics.</li> <li>• Take organized and thorough notes during lectures and discussions. Well-maintained notes serve as valuable study aids for exams and assignments.</li> </ul>
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<b>Required Learning Materials</b>	<p>The methods of teaching and learning used in this course are crucial to its success. A passive lecture-type method of teaching will not work here. The method has to be Task-based, with student activities and participation a frequent element throughout the course such as group work and discussion, presentations etc. Audio-visual learning tools are important here, as a central computer system, smartboard or projector with interactive programs are all complementary to the learning process.</p>
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		Task	Weight (Marks)	Due Week	Relevant Learning Outcome	
<b>Evaluation</b>		Paper Review				
		<b>Assignments</b>	Homework	10%	During the whole class there are: <ul style="list-style-type: none"> <li>• Group task</li> <li>• Individual task</li> <li>• Sharing their ideas and outcomes with the class.</li> </ul>	Students enhance their: <ul style="list-style-type: none"> <li>• Collaboration Skills:</li> <li>• Problem-Solving:</li> <li>• Social Skills</li> <li>• Independence:</li> <li>• Personal Accountability</li> <li>• Sharing Ideas and Outcomes with the Class</li> <li>• Peer Learning.</li> <li>• Confidence Building:</li> <li>• Feedback and Reflection:</li> </ul>
			Class Activity	2%	Class activities can extend beyond traditional academics and include practical or community-oriented tasks. For example: Engaging students in volunteer work or community service projects allows students to contribute to their community while learning about social responsibility.	Students will develop the ability of: <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Time management</li> <li>• Helping</li> </ul>

	Seminar	16%	<ul style="list-style-type: none"> <li>Once a seminar of about 30 minutes per group (5 students).</li> <li>In addition to the daily mini-seminar, while sharing their discussion as a group with the whole class,</li> </ul>	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>practice the techniques of presentation</li> <li>know their strengths and weaknesses in an academic speaking environment.</li> <li>Giving feedbacks</li> </ul>
	Project	16%	Students work on their projects continuously during the semester. They consistently incorporate new elements into their project on a weekly basis.	Weekly feedback will be provided to them as well.
	Quiz	8%	It is once or twice during the semester.	To assess how well students have understood and retained specific information or concepts covered in class.
	Midterm Exam	24 %	Once per semester. Typically, it is organised by department.	Students receive comments to understand their strengths and limitations.
	Final Exam	40%	Typically arranged by the department at the end of the semester.	Students typically do not receive feedback. They will receive their grade.
	Total	100%		
	<p>By the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>Identify and explain language change over time.</li> <li>Demonstrate the ability to transcribe and analyze speech sounds using the International Phonetic Alphabet (IPA).</li> <li>Identify and explain phonological processes such as assimilation, deletion, and metathesis.</li> <li>Analyze and describe the morphological structure of words in different languages.</li> <li>Parse and diagram sentences, identifying syntactic categories and grammatical relations.</li> <li>Analyze and explain syntactic structures, including phrase structure and sentence structure.</li> <li>Analyze the meaning of linguistic expressions, including lexical items and sentences.</li> <li>Identify and discuss pragmatic aspects such as context, speech acts, and conversational implicature.</li> </ul>			

<b>Specific learning outcome:</b>	<ul style="list-style-type: none"> <li>Analyze language variation and change in different social contexts.</li> <li>Understand and discuss the impact of sociolinguistic factors on language use.</li> <li>Explain key concepts in psycholinguistics, such as language processing, language acquisition, and bilingualism.</li> <li>Identify and explain language change over time.</li> </ul>
<b>Course References</b>	<ul style="list-style-type: none"> <li>Atchison, J., 2010. Aitchison's linguistics. Teach Yourself.</li> <li>Fromkin, V., Rodman, R. and Hyams, N., 2014. An Introduction to Language. An Introduction to Language.</li> <li>- Crystal, D., 2018. The Cambridge encyclopedia of the English language. Cambridge university press.</li> </ul>

### Course topic

Course topics (Theory)	Weeks	Learning Outcome
Introduction / course Syllabus Historical Linguistics and Computational Linguistics	1	Students will have the capability to: <ul style="list-style-type: none"> <li>Identify and explain language change over time.</li> </ul>
Scope of linguistics	2	Students will have the capability to: <ul style="list-style-type: none"> <li>Analytical Skills: Ability to analyze language structures and patterns critically.</li> <li>Cultural Sensitivity: Awareness of the cultural and social aspects of language use.</li> </ul>

<ul style="list-style-type: none"> <li>• What is language?</li> <li>• Use of sound signals</li> <li>• Arbitrariness</li> <li>• Duality</li> <li>• Displacement</li> <li>• Creativity (productivity)</li> <li>• Patterning</li> <li>• Structure dependence</li> <li>• Human language versus animal communication</li> <li>• Origin of language</li> <li>• The role of language</li> </ul>	3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define language and explain its role in communication.</li> <li>• Exhibit proficiency in language and its components.</li> <li>• Analyse the function of phonetics and phonology in language.</li> <li>• Assess arbitrariness in language and its impact on communication.</li> <li>• Demonstrate arbitrary linguistic indicators using real-world instances.</li> <li>• Discuss duality and its impact on language structure and output.</li> <li>• Utilise duality to analyse language structures like morphology and syntax.</li> <li>• Examine evidence of displacement in daily conversation.</li> <li>• Explore the impact of migration on sophisticated language processes like storytelling and planning.</li> <li>• Apply productivity concept to analyse language evolution and adaptation.</li> <li>• Analyse language patterns at different levels (phonological, morphological, syntactic).</li> <li>• Utilise pattern recognition.</li> <li>• Assess how structure affects language interpretation.</li> </ul>
<ul style="list-style-type: none"> <li>• Sound patterns</li> <li>• The phonemes of English</li> <li>• The Phonological Units of Language</li> <li>• Allophones</li> <li>• Sound combinations</li> <li>• Sound Segments</li> <li>• Articulatory Phonetics</li> <li>• Phonetic Symbols and Spelling Correspondences</li> </ul>	4	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse spoken language sounds.</li> <li>• Explain how phonology organises sounds into meaningful patterns.</li> <li>• List and classify English phonemes.</li> <li>• Recognise and create phoneme-specific features.</li> <li>• Differentiate phonemes, syllables, and morphemes.</li> <li>• Examine how these units shape spoken language.</li> <li>• Define and identify linguistic allophones</li> <li>• Perform consonant and vowel analysis.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use phonetic symbols to accurately transcribe speech.</li> <li>• Find and compare English and other language phonetic representations to spelling.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Phonology: The Sound Patterns of Language</b></li> <li>• Phonemes: The Phonological Units of Language</li> <li>• Distinctive Features of Phonemes</li> <li>• The Rules of Phonology</li> </ul>	5	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain phonology as a linguistics branch.</li> <li>• Identify and analyse spoken language sound patterns using phonology.</li> <li>• Distinguish phonemes from allophones and syllables.</li> <li>• Identify and classify language phonemes.</li> </ul> <p>Phoneme Characteristics:</p> <ul style="list-style-type: none"> <li>• Define and comprehend phonology's specific qualities.</li> <li>• Identify and analyse language phoneme differences.</li> <li>• Explain language phoneme distribution and behaviour principles.</li> <li>• Analyse and forecast sound changes in different languages using phonological rules.</li> </ul>
<ul style="list-style-type: none"> <li>• Morphology: The Words of Language</li> <li>• Content Words and Function Words</li> <li>• Morphemes:</li> <li>• Rules of Word Formation</li> <li>• Sign Language Morphology</li> <li>• Morphological Analysis: Identifying</li> <li>• Morphemes</li> </ul>	6	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and explain morphology in linguistics.</li> <li>• Define morphology's role in language word structure.</li> <li>• Discuss how analysis helps understand language.</li> <li>• distinguish content and function words.</li> <li>• Determine content and function word functions from sentences.</li> <li>• Show how content and</li> </ul>

		<p>function words affect sentence structure.</p> <ul style="list-style-type: none"> <li>Discover sign language morphology.</li> </ul>
<ul style="list-style-type: none"> <li>Meaning</li> <li>Language in Society</li> <li>Dialects</li> <li>Languages in Contact</li> <li>Lingua Franca</li> </ul>	7	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define and explain semiotics.</li> <li>Recognise and analyse numerous symbols.</li> <li>Explain how language and meaning relate.</li> <li>Explore how words, grammar, and semantics create meaning.</li> <li>Understand how culture and circumstances shape meaning.</li> <li>Examine how cultural perceptions affect interpretations.</li> <li>Examine how language affects social power.</li> </ul>
<ul style="list-style-type: none"> <li>Language Change:</li> <li>The Syllables of Time</li> <li>The Regularity of Sound Change</li> <li>Phonological Change</li> <li>Morphological Change</li> </ul>	8	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Definition and relevance of language change in evolution.</li> <li>Explain how language changes over time.</li> <li>Show historical linguistics expertise.</li> <li>Analyse and understand historical text linguistic changes.</li> <li>Compare linguistic traits across time to spot changes.</li> <li>Compare archaic and modern languages.</li> <li>Explain morphological change in language evolution.</li> </ul>
<ul style="list-style-type: none"> <li>Language Acquisition</li> </ul>	9	
<ul style="list-style-type: none"> <li>Language Processing and the Human Brain</li> </ul>	10	



Midterm exam	11	
Final exam	15	Final exam

**Questions Example Design-**

- Identify and analyze the morphological structure of the following words: "unbelievable," "happiness," and "reconsideration."
- Define the term "semantics" and provide examples of semantic ambiguity in sentences.

Extra notes:

External Evaluator