Bayero University, Kano (BUK)

Faculty of Arts and Islamic Studies

Department of Linguistics

B.A Linguistics

Proposed 30% Addition to the Course Structure/Summary

**LEVEL ONE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-LIN101 | **Language and Communication** | 3 | C | 30 |  |
| BUK-LIN102 | **Language and Globalization** | 3 | C | 30 |  |
| BUK-LIN102 | **Language and Identity** | 3 | C | 30 |  |
| BUK-LIN104 | **Dialectology** | 2 | C | 30 |  |
| BUK-LIN105 | **Stylistics** | 2 | C | 30 |  |

**LEVEL TWO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-LIN 201 | **Introduction to Linguistics II** | **2** | C | 15 | 45 |
| BUK-LIN 202 | **History of Linguistic Thought** | 3 | C | 30 |  |
| BUK-LIN 203 | **Semantics** | 3 | C | 30 |  |

**LEVEL THREE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-LIN 301 | **Translation Theory and Practice** | 3 | C | 30 | 45 |
| BUK-LIN 302 | **Advanced Morphology** | 3 | C | 30 |  |

**LEVEL FOUR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-LIN 401 | **Discourse Analysis** | 3 | C | 30 |  |
| BUK-LIN 402 | **Pragmatics** | 3 | C | 30 |  |
| BUK-LIN 403 | **Linguistic Anthropology** | 2 | C | 30 |  |

Bayero University, Kano

Arts and Islamic Studies

Linguistics and Foreign Languages

Linguistics

**BUK-LIN 101 Language and Communication (3 Units C: LH 30)**

**Senate-approved relevance**

Training of high-quality graduates, specifically linguists, who are highly skilled and knowledgeable in the field of language and communication which is a sub-field of general linguistics in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high quality graduates.

**Overview**

Language and communication is a vital area of study that helps the students understand the cordial relationship between language and communication.What communication is all about and its relevance in our daily life routine. The course also exposes students to the major spheres in the media where communication is key and relevant.

The course is primarily designed to expose students to various types of communication. Also, the course discusses issues related to the current trends in media studies and social media.

**Objectives**

The objectives of the course are to:

1. Identify some of the theoretical approaches to human communication

2. Differentiate between the major types of human communication

3. Highlight basic knowledge of some important issues related to communication

4. Examine the role of language in social media

5. Analyze different aspects of cross-cultural communication

**Learning Outcomes**

At the end of the course, the students should be able to:

1. Identifying the theoretical approaches to human communication;
2. Differentiate between verbal and non-verbal communication;
3. Demonstrate basic knowledge for issues like, contexts, ideology as well as communication in the media and advertisement;
4. Enumerate two role of language in social media
5. Analyzing the major aspects of cross-linguistic communication.

**Course Contents**

The course introduces students to theoretical approaches to human communication. Theoretical approaches to human communication. Explore areas such as verbal and non-verbal communication, as well as issues of contexts, ideology. Communication in the media and advertising. The role of language in social media. Aspects of cross-linguistics communication.

**Buk-LIN 202 Language and Globalization (3 Units C: LH 30)**

**Senate-approved relevance**

Training and grooming qualified graduates with solid and sound background knowledge in language, based on human interactions under the arena and phenomenon of the world as a global planet. First and foremost, for the students to be conversant with the linguistic and communicative potency of language in daily life activities and professions. Be aware of divergence of languages and the integrating force of, particularly prominent languages in uniting far and near communities, through trade, education, health, transportation, commerce and industrialization and diplomacy, etc. These integrating functions consist of bringing together indigenous linguistic communities in Nigeria, then those of West Africa and African continent, as well as those in the world at large. The course teaches students that the more people associate on the global plane, the more they are warranted to resort to using a single or few common languages for communication, in order to achieve their goals. For instance, the United Nations General Assembly uses few prominent languages in its deliberations. Also, globalization trend through modernity, affects the ways we use our individual languages.

**Overview**

The world is a global planet and people in the world speak and use different languages, each with their individual world outlook as defined by their linguistic and cultural identities. For life to prosper and for facilitation, we need to realize this unity in diversity concerning language.

Also, there is need to find ways and answers to language barriers in education, business, employment and international affairs among different nations. Under this situation, students should understand which language(s) are dominantly used in different parts of the world, as well as which language is appropriate for what and which situation.

**Objectives**

The objectives of the course are to:

1. Ascertain how important language is the human race.

2. Highlight the role of languages in human interactions and how globalization affects language use.

3. Express the integrating functions of language under globalization.

4.Recognize languages that take lesser recognition under globalization.

5. Explain how different countries use different languages, with some few ones as official languages or lingua-franca

6. Locate language situation in Nigeria and some African countries.

7. Justify how government policies, politics and colonialism affect language choice and preference in different countries.

**Learning outcomes**

At the end of teaching the course, students should be able to:

1. Appreciate how important language is to the human race.

2. Reflect the role of languages in human interactions and how globalization affects language use.

3. Infer the integrating functions of language under globalization.

4. Label languages that take lesser recognition under globalization.

5. reflect how different countries use different languages, with some few ones as official languages or lingua-franca

6. Rate language situation in Nigeria and some African countries.

7. Appreciate how government policies, politics and colonialism affect language choice and preference in different countries.

**Course contents**

The content of the course consists of basic definitions and principles about language and the phenomenon of globalization. How globalization affects the world along the history of its development to the modern stage. Centrality of Globalization in human life language. Globalization in trade, commerce, economy and education. The role of languages in human interactions and how globalization affects language use. Language situation in Nigeria and some African countries. How policies, politics and colonialism affect language choice and preference in different countries.

**Minimum Academic Standards**

To facilitate teaching the course, appropriate linguistic teaching aids be made available, in form of Language maps, language-list and directory, indicating countries communities and locations of different languages across the world, and the likes. Also, published list of languages used in different international fora, such as the United Nations General Assembly, the African Union, AU, European Union, EU, the G-7 etc.

**BUK-LIN203: Language and Identity (3 Units C: LH 30)**

**Senate-approved relevance**

Language is a key to any success it is a driving gear which generate a powerful outcome among any living community. This course is ought to train students the power of language in explaining the differences of individual as well as groups members of the society. The course will explore how individual characteristics, such as age, gender, and societal value are associated to create cultural identities. The course will train students to identify the role of language in the development of communicative habits, pattern, Value, and practices among individual and groups. To come up with the best train students in communicative intent particularly in work place and other formal settings.

**Overview**

Language is really a continuum of language varieties that change over time. People have unconscious knowledge of language and use this knowledge to speak and understand language. Identity refers to who you are and specific characteristics that make you different from other individuals.

We all possesses different identity in term of culture, ethnicity, religion, and organizational affiliations such as institution, schools etc. some of these effect our communication in one way or the other. We examine how a societal value effects our communication and so on.

**Objectives**

The objectives of this course are to:

1. Signal identities by those who speak them because people are categories by other people according to their identities.
2. Ensure language development in reading, writing, speaking and listening
3. Outline competency in the areas of public speaking.
4. Recognize the role of identity as a mediation process.
5. Ensure awareness of different perspective of peoples from other cultures.

**Learning Outcomes**

At the end of this course, students should have the following learning outcomes:

1. Explore Signal identities by those who speaks them because people are categories by other people according to their identities.
2. Establish language development in reading, writing, speaking and listening
3. Outline competency in the areas of public speaking.
4. Appreciate the role of identity as a mediation process.
5. Ensure awareness of different perspective of peoples from other cultures.

**Course Contents**

Language is a powerful instrument for constructing and reflecting social and community identities.. This course investigates the role of language in constructing individual, social and institutional identities. Language identity as a means of communication of value, belief and customs of a society. Social function, feelings of group identity and solidarity in Language and identity. Language development in reading, writing, speaking and listening. Competency in the areas of public speaking. Role of identity as a mediation process.

**BUK-LIN104: Dialectology (2 Units C: LH 30)**

**Senate-approved relevance**

Training of high quality graduates who are highly skilled with knowledge of languages variability’s in order to foster unity and mutual understanding among the diverse dialects in Nigeria. This is in line with university vision and mission in understanding language variation in Nigerian cities and villages for promoting Nigerian languages and Africa as a whole.

**Overview**

Dialectology which is the study of dialect and dialects deals with language variations, focusing attention on regional and social dialects. The course is designed to expose students to various aspects of dialect study ranging from regional to social dialects.

The course will showcase details study on phonological, Morphological, Lexical and Syntactic aspects of the major regional and social varieties of Nigerian languages.

**Objectives**

The objectives of the course are to:

1. Describe language variation; distinguishing language and dialect.
2. Elucidate the concept of mutual intelligibility.
3. Distinguish dialect from accent.
4. Manipulate different dialect maps.
5. Separate language continuum and language change.
6. Relate theoretical dialectology focusing attention on structural and generative dialectology.

**Learning outcomes**

At the end of this course, the students should be able to:

1. Explain language variation; distinguishing language and dialect.
2. Elucidate the concept of mutual intelligibility.
3. Distinguish dialect from accent.
4. Manipulate different dialect maps.
5. Separate language continuum and language change.
6. Apply theoretical dialectology focusing attention on structural and generative dialectology.

**Course Contents**

Dialect and language. Mutual intelligibility. Tones/accent. Geographical dialect continua. Social dialect continua. Urban dialects, social differentiation and language. Language and ethnic groups. Youth variety. Variability and mechanisms of variation. Dialect contact and new dialect formation. Dialect change. Dialect maps. A detailed study of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of Nigerian languages.

**BUK-LIN105: Stylistics (2 Units C: LH 30)**

**Senate-approved relevance**

The course involves training students to have basic knowledge on Stylistics as a study of choice in different language use whether verbal or in writing. It explores different styles used in different texts. As well as the effects of such styles on readers and listeners of the texts. Hence, students should conversant and differentiate between Literary Stylistics, which concentrates of the analysis of literary features of the text, and Linguistics Stylistics, dealing with analysis of linguistic features of the text, using linguistic models and theories. They are taught about the history of the development of stylistics from the classical period to date and the different principles and theories of stylistic analysis.

**Overview**

Stylistics began in form of rhetoric, which is an art of public speaking in such a way that the speech makes great appeal to the minds of listeners, because of the choice and arrangement of powerful linguistic elements used in the text. Later, through the Prague School and the Russian Formalist School, stylistics gained prominence and continued to be studies through different models and theories found by subsequent scholars and different points in time.

There is the Structuralism theory started by Ferdinand De Saussure, Charles Bally, et al; the Generative Stylistic theory, derived from the Noam Chomsky’s Syntactic Generative theory. More other theories include Processing, Cognitive, Critical and Feminist theories of Stylistics.

**Objectives**

The objectives of the course are to:

1. Outline what is Style and what is Stylistics and their various definitions by scholars

2. Recognize how stylistics is and its essence in the analysis of texts

3. Identify the basic goals of Stylistics as the study of language choice and use in texts and their effects.

4. Highlight the different approaches and nature of the Literary and Linguistics Stylistics.

5. Recognize the contributions of the Prague School and the Russian Formalism in Stylistics

6. Identify the various theoretical frames and models of text analysis developed in Stylistics

7. Apply the different tools and devices of analysis of texts in Linguistic Stylistics

**Learning outcomes**

At the end of teaching the course, students should be able to:

1. Explain what style and stylistics are and their various definitions by scholars

2. Recognize how stylistics is and its essence in the analysis of texts

3. Identify the basic goals of Stylistics as the study of language choice and use in texts and their effects.

4. Apply the different approaches and nature of the Literary and Linguistics Stylistics.

5. Recognize the contributions of the Prague School and the Russian Formalism in Stylistics

6. Identify the various theoretical frames and models of text analysis developed in Stylistics

7. Practice different tools and devices of analysis of texts in Linguistic Stylistics

**Course contents**

The content of the course involves teaching what is style and stylistics in text production and analysis. Stylistics analysis of texts based on nature of language use and language choice in the text. Effects of language choices and uses of texts on listeners and readers of the texts. Different approaches, models and theories applied in the text analysis. Structuralism theory, the Generative theory. The Processing theory, the Cognitive theory, the Critical theory and the Feminist theory.

Approaches and nature of the Literary and Linguistics Stylistics. Analysis of texts in Linguistic Stylistics.

**Minimum Academic Standards**

Teaching the course of Stylistics can be facilitated by providing teaching aids such as electronic projector for the display of both different written texts for the students to see elements of style, such as language choice and language use. These elements of style can be conveniently demonstrated and shown to the whole class at one. Likewise, other audio-visual aids such as Television set and Video machines can further help in demonstrating oral texts for analysis.

**BUK-LIN 201 Introduction to Linguistics II (2 Units C: LH 15; PH 45)**

**Senate-approved relevance**

Training of high-quality graduates (specifically linguists) who are highly skilled, well trained and knowledgeable in the field of language and linguistics in agreement with BUK’s mission to address African developmental challenges through cutting-edge research, knowledge transfer and training of high quality graduates.

**Overview**

The course is a continuation of Introduction to Linguistics (I). It will expose students to the nature, scope and structure of languages. Definition of major branches of Linguistics. Micro and macro levels of linguistics. Reasons for studying linguistics.

The course will also look at the secondary aspects of linguistics and their level of analysis. Relationship between linguistics and other disciplines.

**Objectives**

At the end of the course, the students should be able to:

**1**. Ascertain the link between linguistics and other disciplines

2. Describe the scientific nature of linguistics as a field of study

3. Apply linguistic knowledge in solving both linguistic and non-linguistic problems

4. Practice some levels of linguistic analysis

5. Explain how modern linguistics developed from other disciplines

6. Identify different approaches in undertaking linguistic study

**Learning Outcomes**

At the end of the course, students should be able to:

1. Portray the link between linguistics and other disciplines;
2. See linguistic as scientific study as it is empirical, objective, explanatory, experimental, consistent and economical;
3. Acquire linguistic knowledge in solving non-linguistic problems;
4. Demonstrate certain levels of linguistic analysis i.e. phonetics and phonology, morphology, syntax and semantics.
5. Recognize how modern linguistics developed from an autonomous philosophy and literary studies.
6. Locate different approaches in undertaking language study. such as: descriptive, comparative and historical approaches.

**Course Contents**

Dimensions of relationship between linguistics and other disciplines. Objectivity in the linguistic analysis and description. Core sub-domains of linguistics and levels of analysis. Theoretical descriptive, historical and comparative linguistics. Application of linguistic knowledge in different spheres of life. Levels of linguistics analysis.

**BUK-LIN 202 History of Linguistic Thought (3 Units C: LH 30)**

**Senate -approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in the history of linguistic thought and become familiar with the linguistic terms and concepts in line with the BUK’s mission to address African developmental challenges in producing graduates in linguistics. Linguistic thought serves as the bedrock for understanding the core and non-core areas of linguistics. It gives students adequate and thorough knowledge on the models of language development from classical times to present day linguistic studies.

**Overview**

History of linguistic thought is almost as old as language and civilization, though the growth of the modern science of linguistics as we know is fairly recent. History of linguistic thought seeks to chronicle the various attempts that have been made from the earliest time to the present at studying language as a means of human communication. This linguistic enterprise can be examined from three broad perspectives: traditional grammar, comparative linguistics and modern linguistics.

The development of traditional grammar as an academic tradition passed through various historical periods such as the Alexandrian, Roman, Medieval and Renaissance. Comparative linguistics is an explanatory science of the 19th century linguistic scholarship that sought to establish the principles and methods used in setting up language families and develop theory of language change and linguistic relationships of different kinds. The 19th century launches us into the 20th century structural linguistics or modern linguistics championed by Ferdinan de Saussure.

**Objectives**

The objectives of the course are to:

1. Describe linguistic thought as multi-dimensional approach
2. Identify the models of language development;
3. Describe how can language be thought;
4. Ascertain the link between linguistics and other disciplines
5. Ascertain the role of language in all facets of human development
6. Identify techniques of solving core linguistic and non-core linguistic problems;
7. Judge the adequacy of language description and language policy development;
8. Identify the generative and non-generative models of language study
9. Describe ways of studying language synchronically
10. Generate sentences using the principles of Chomskyan universal grammar.

**Learning outcomes**

On completion of the course, students should be able to:

1. Describe linguistic thought as multi-dimensional approach
2. Identify the models of language development
3. Describe how can language be thought
4. Ascertain the link between linguistics and other disciplines
5. Ascertain the role of language in all facets of human development
6. Identify techniques of solving core linguistic and non- core linguistic problems
7. Judge the adequacy of language description and language policy development
8. Identify the generative and non-generative model of language study
9. Describe ways of studying language synchronically
10. Generate sentences using the principles of Chomskyan universal grammar.

**Course Contents**

This course covers the history of linguistic thought from classical times to the present day. Three broad perspectives: traditional grammar, comparative linguistics (philology) and modern linguistics. General overview of linguistics as science of language, origin of language, characteristics of language and linguistics as multifaceted discipline. Traditional grammar model from the philosophical perspectives and schools, particularly from the Greek period to the medieval period. The works of the philosophical schools such as the sophist, the stoics and the modistae. The 19th Century linguistic studies, era of the comparative and historical study of languages. The influence of Neogrammarians. The general work of linguistic scholars in the Indo-European language family. Description of other language families. The 20th century modern linguistics discussion on structural linguistics, Chomsky’s universal grammar and linguistics today.

**Minimum Academic Standards**

Language laboratory with NUC-MAS requirement facilities.

**BUK-LIN203: Semantics, (3 Units C: LH 30)**

**Senate Approved Relevance**

Training of high quality graduates who are highly skilled and knowledgeable in meaning comprehension and disambiguation, bridging communication gap between speakers in order to avoid misquotations thereby making inferences clear and exact. This will prevent court cases as a result of misquotation and inferences problems which is in line with BUK’s mission to address frequent upheavals and court cases as a result of misquotation and other related inferences problems as well as enhancing understanding of utterances of both speakers and listeners.

**Overview**

Semantics is associated with different issues related to meaning including naming, concept, sense and reference. The aim of the subject of study is to give a brief introduction to semantics. Semantics is the study of meaning. More precisely it is the study of the relation between linguistic expressions and their meanings. The course explores how meaning in language is produced or created. Semantics not only concentrates on how words express meaning but also on how words, phrases and sentences come together to make meaning in language.

To start with, students will be motivated to focus on the nature and scope of semantics. Hence, here in this course, Students will be introduced to the concept and definition semantics, brief history of semantics, semantics and other disciplines, major concern of semantics, and the different approaches to the study of semantics. Meaning has been presented to be at the center of semantics. Meaning can be thematic, conceptual, associative, connotative, collocative, affective, reflected or stylistic. This descriptions will pave the way for the demarcation of core of linguistics from peripheral aspect of semantics. There are a number of theories in semantics, each with its own merits and demerits. These theories provide a concise framework of analysis in semantics. Lexical semantics is an academic discipline concerned with the meaning of words with special interest in what words mean, why they mean what they mean, how they are represented in speakers’ minds and how they are used in text and discourse. Here in this course the concern will be on different approaches to lexical semantics and various types of lexical relations otherwise known as sense relations.

**Objective**

The objectives of the course are to:

1. Identify the main issues emerging from the study of semantics;

2. Highlight different approaches to the study of semantics; and

3. Generate various types of meanings from word and sentence structures;

4. Explain different types of sense/lexical relations and apply sense relations in explaining the meaning of a language.

5. Identify specific theories in semantics and explain the different theories of meaning.

6. List the different areas of interest in the study of the meaning of the sentence

**Learning Outcome**

At the end of this course, students should be able to:

1Recognize the main issues emerging from the study of semantics;

2. Appreciates different approaches to the study of semantics; and

3. Analyse various types of meanings from word and sentence structures;

4. Reproduce different types of sense/lexical relations and apply sense relations in explaining the meaning of a language.

5. Apply specific theories in semantics and explain the different theories of meaning.

6. Describe different areas of interest in the study of the meaning of the sentence

**Course Contents**

The course deals with the study of meaning from the specialized perspective of linguistics. General framework of linguistic semantics. Study of lexical relations. Basic semantic theories (ideational, referential, behavioral, componential analysis, meaning postulates and generative semantics). Approaches to the study of semantics. Semantic models of syntax-semantics interface such as Direct Linking.

**Minimum Academic Standards**

Language laboratory with NUC-MAS requirement facilities.

**BUK-LIN301:** **Translation Theory and Practice (3 Units C: LH 30; PH 45)**

**Senate -approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in translation theory and practice and become conversant with the translation techniques and procedures in line with the BUK’s mission to address African developmental challenges in producing translation theory and practice graduates. Translation as a universal phenomenon is a means of communication that serves as a bedrock for development in education, science and technology, globalization, and brings unity, peace and understanding among different nations. Translation theory and practice is being used globally in achieving sustainable development.

**Overview**

Translation is almost as old as language and civilization. History reminds us that translation is a human activity that has been going on since language began to evolve. It is an undeniable fact that translation had been and is still being one of the agents of any development. It has been described as the key to dissemination of knowledge and development of science and technology. Without translation, the modern phenomenon of ‘technology transfer’ would not exist.

Today, there is an ever-increasing volume of translation in specialized fields such as economics, medicine, law, computer science and so on. Nigeria has been categorized as one of the most culturally diverse state in Africa, with over three hundred language groups. Thus, in order to bring in all Nigerian communities into the developmental programmes, there is need to have translation into many Nigerian Languages.

**Objectives**

The objectives of the course are to:

1. Identify translation as a means of communication
2. Describe translation as professional study
3. Demonstrate clear understanding of the history and development of translation with particular reference to Nigerian languages
4. Identify methods and typologies of translation
5. Describe syntactic and semantic adjustments in translation theory and practice
6. Apply the techniques of transfer from the source language into the target language
7. Differentiate between communicative and semantic rendition
8. Explain the role of culture in the theory and practice of translation
9. Appreciate the significance of translation in achieving sustainable development
10. Practice translation in a multilingual setting

**Learning outcomes**

On completion of the course, students should be able to:

1. Practice translation as a means of communication
2. Describe translation as professional study
3. Demonstrate clear understanding of the history and development of translation with particular reference to Nigerian languages
4. Identify methods and typologies of translation
5. Describe syntactic and semantic adjustments in translation theory and practice
6. Recognize the techniques of transfer from the source language into the target language
7. Differentiate between communicative and semantic rendition
8. Explain the role of culture in the theory and practice of translation
9. Appreciate the significance of translation in achieving sustainable development
10. Practice translation in a multilingual setting

**Course contents**

This course covers the history and development of translation theory and practice from classical times to the present day. History and development of translation. Definition, typology and method of translation. Principles of translation, techniques of adjustment and transfer. Communicative versus semantic rendition. Translation and development. Role of the Nigerian Institute of Translators and Interpreters in regulating the activities of translators and interpreters in Nigeria. Direction of translation in a multilingual country, like Nigeria and other relevant issues. The practical aspect covers practice of translation in relation to simultaneous, consecutive, proper translation (as in schools and other organizations). Practical translation from English to selected Nigerian languages and vice versa.

**Minimum Academic Standards**

Language laboratory with NUC-MAS requirement facilities.

**BUK-LIN302: Advanced Morphology (3 Units C: LH 30)**

**Senate-approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in the design, construction, and maintenance of word formation in different Nigerian languages is in agreement with BUK’s mission to address African developmental challenges in producing morphologists specialists in word formation from BUK been able to develop morphological techniques to alleviate common errors in grammar (morphology) in particular and communication in general as well as increase production of qualitative education or learning through practical morphological processes.

**Overview**

This course covers some topics relating to morphology in generative grammar and techniques that are vital approaches used in derivational process used in alleviating difficulties in word formation. This highlights the importance of preparing students morphological processes to acquaint them with the knowledge o of skills and how to use the three most important methods of word formation processes (affixation, reduplication and compounding) used for deriving words (forming words).

This course is designed to expose students to the various morphological methods of word formation techniques for deriving words and to educate them on how to improve their understanding of word-formation processes in morphology. It is also to build the capacity of students in the area of addressing morphological processes in languages. The importance of the course lies in meeting the need in achieving sustainable development in the areas of lessening of morphological difficulties in particular and grammar in general. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objective**

The objectives of the course are to:

1. Describe the morphology of the undescribed language;

2. Relate description and theory in the study of morphology of a language;

3. Understand the point of interface between morphology, syntax and semantics;

4. Describe word formation in cognitive grammar;

5. Apply cognitive assumptions in word formation;

6. Identify and analyze the theoretical assumptions of distributed morphology in word formation of a given language;

7. Classify languages based on their morphological structures.

**Learning Outcomes**

On completion of the course the student should have the following learning outcomes:

1. Describe the morphology of at least three languages that have not been described before;

2. Provide a description and theory use in the study of morphology of a language;

3. Identify at least two (2) points of interface between morphology, syntax and semantics;

4. Describe three (3) processes to follow in word formation in cognitive grammar;

5. Explain cognitive assumptions in word formation;

6. Give an overview of the theoretical assumptions of distributed morphology in word formation of a given language;

7. Describe the classification of languages based on their morphological structures.

**Course Contents**

The course deals with the study of word structure as an aspect of grammatical nature of languages. Morphemes, patterns of lexical and inflectional formations. Various kinds of morphological processes such as affixation, reduplication, compounding and modification. Interface between morphology, syntax and semantics. Cognitive assumptions in word formation. The lexicalist and transformationalist approaches to morphology.

**BUK-LIN401: Discourse Analysis (3 Units C: LH 30)**

**Senate-approved relevance**

Training of high-quality graduates who are skilled and knowledgeable in the use of language in a social context and the basic principles that guide human conversation are part of BUK’s mission of developing local languages. Discourse Analysis helps students uncover the underlying meaning of a spoken or written text as it considers the social and historical contexts.

**Overview**

Discourse Analysis refers to the linguistic analysis of connected writing and speech. It is the approach to language that focuses on the use of discourse in society and the role context plays in the interpretation of discourse. Unlike earlier approaches before it, it examines naturally occurring texts, such as conversation and written texts. The goal is to bring out the salient discourse features in such texts. Though started by non-linguists, it has in recent times become a very popular approach in linguistic analysis. It focuses not only on the linguistic symbols used but also on all the features that accompany language, which include paralinguistic features, such as gestures and kinesics. Its use is not only limited to linguists.

Scholars in other disciplines also find Discourse Analysis relevant, since discourse is often seen as a social practice that exists in all facets of human endeavor. More so, Discourse Analysis has to do with the study of language in use, so it is concerned with the performance of the language user. Such a performance may be a monologue, a dialogue, and a multilogue. Furthermore, Discourse analysis is a broad field of study that draws some of its theories and methods of analysis from disciplines such as linguistics, sociology, philosophy, and psychology. More importantly, discourse analysis has provided models and methods of engaging issues that emanate from disciplines such as education, cultural studies, communication, and so on.

**Objectives**

The objectives of the course are to:

1. Identify the concept of discourse as a domain of language use;
2. Discover discourse as a well-established meaning or idea around a topic;
3. Describe discourse as language beyond the level of the sentence;
4. Extend the concept of discourse as language behavior linked to a social practice;
5. Demonstrate discourse analysis as a system of thought;
6. Identify and analyze the objects of discourse analysis.
7. Discuss how language specifically relates to culture, gender, racism, and conflict;

**Learning Outcomes**

At the end of this course, the students should be able to:

1. Familiarize with the major concepts in Discourse Analysis such as text, context, speech, and writing;
2. Discover the major kinds of discourse contents (spoken discourse, monologue, dialogue, multlogue, and conversation);
3. Appreciate the ways sentences are combined to create meaning, coherence, and accomplish purposes, and the relationship between discourse and the social world;
4. Recognize the basic principles that guide the human conversation;
5. Explain the resources that language users use to signify connectedness in texts;
6. Analyze discourse using different frameworks of DA, such as the Birmingham School Approach, The Prague School Approach, Text Linguistics, Pragmatics, and Critical Discourse Analysis;
7. Justify how language specifically relates to culture, gender, racism, and conflict;

**Course Contents**

This course is designed to be partly theoretical and partly practical. Major concepts in Discourse Analysis such as text, context, speech, and writing. Kinds of discourse contents (spoken discourse, monologue, dialogue, multlogue, and conversation). Relationship between discourse and the social world. Basic principles of human conversation .Various modes of the analysis of spoken discourse and text using different frameworks of DA. Relationship between Language and culture, gender, racism and conflict.

**BUK-LIN402: Pragmatics (3 Units C: LH 30)**

**Senate Approved Relevance**

Producing graduates with the utmost knowledge of the facts that surround a particular speech event or situation is part of BUK’s mission of developing local languages. Pragmatics helps language learners to understand the language forms and functions that are suitable to various contexts in which language is used.

**Overview**

Pragmatics deals with meaning-in-context, which for analytical purposes can be viewed from different perspectives (that of the speaker, the recipient and the analyst. It bridges the gap between the system side of language and the use side and relates both of them at the same time. Unlike syntax, semantics, sociolinguistics, and other linguistic disciplines, pragmatics is defined by its point of view more than by its objects of investigation. Researchers in pragmatics work in all areas of linguistics (and beyond), but from a distinctive perspective that makes their work pragmatic and leads to new findings and reinterpretations of old findings.

The focal point of pragmatics (from the Greek prãgma, act') is linguistic action (and interaction). Despite its roots in philosophy, classical rhetorical tradition, and stylistics, pragmatics is a relatively recent discipline within linguistics. It was not until the late 1960s and early 1970s that linguists took note of the term and began referring to performance phenomena and, subsequently, to ideas developed and advanced by language philosophers. Since the ensuing pragmatic turn, pragmatics has developed more rapidly and diversely than any other linguistic discipline.

**Objectives**

The objectives of the course are to;

1. Provide students with a basic understanding of the nature of human communication and how it transcends linguistically encoded meaning.
2. Explain the main tenants of the different meanings of utterances in contexts.
3. Elucidate the contextual variability of word meaning
4. Show the nature of presupposition, entailment, implicature, etc.
5. Relate pragmatics to the meaning of sentences;
6. Explain various pragmatic theories.

**Learning Outcomes**

On completion of the course, students should be able to:

1. Provide students with a basic understanding of the nature of human communication and how it transcends linguistically encoded meaning.
2. Explain the main tenants of the different meanings of utterances in contexts.
3. Elucidate the contextual variability of word meaning
4. Show the nature of presupposition, entailment, implicature, etc.
5. Relate pragmatics to the meaning of sentences;
6. Apply various pragmatic theories such as speech acts, conversational implicature, politeness, etc.

**Course Contents**

The course is designed to familiarize the students with the basic concept of how context contributes to meaning in studying language use. Scope, goals, and principles of pragmatics. Aspects of utterance meaning that go well beyond the linguistically-encoded meaning. Presupposition. Implicature. Cooperative principles. Deixis. Politeness. Speech act. Interaction of the pragmatic principles that regulate human communication and utterance interpretation. Speaker-hearer context. Features, concepts, and theories of pragmatics.

**BUK-LIN403: Linguistic Anthropology (2 Units C: LH 30)**

**Senate Approved-Relevance**

Training of high quality graduates who are highly skilled and knowledgeable in speaking as cultural practices, relationship between language and culture, norms and values of communication that prevent occurrence of conflicts caused by misunderstanding between people of different cultural background which is in line of BUK’s mission to address frequent occurrence of conflicts between people of different ethnic groups in Nigeria and beyond by producing graduates that have better understanding of the phenomena and its management.

**Overview**

It is an approach to the study of language that examines relationship between language, society and culture. It studies the nature of human languages in the context of those cultures that developed them. It also explores how social and cultural formations are grounded in linguistic practices. Most of the conflicts that occurred between people of different cultural groups are as a result of ethnocentrism.

The course is designed to educate students on the role of culture in one’s linguistic behavior and how it regulates perception and World view. As every individual is a product of a particular culture. It educates students on language as a cultural resource and speaking as a cultural practice. The significance of the course is to emphasize role of culture in linguistic and social practices, this will prevent occurrences of misunderstanding and conflicts between people from different ethnic background.

**Objectives**

The objectives of the course are to;

1. Discuss the meaning and functions of culture
2. Analyze the relationship between language and culture
3. Describe and explain language as cultural resource
4. Examine speaking as cultural practice
5. Examine science of language as part of culture
6. Develops grammar in relation to communicative and cultural forces
7. Indicate the role of language in defining the context of interaction
8. Emphasize on performance as opposed to competence
9. Explain the role of culture on an individual perception and World view
10. Discuss Ethnography of Communication as an approach and method

**Learning Outcomes**

At the end of this course, the students should be able to:

1. Identify the place of language in anthropology
2. Demonstrate the interwoven relationship between linguistic and anthropology
3. Explain speaking as cultural practice
4. View language as cultural resource
5. Demonstrate the science of language as part of culture
6. Understand how culture influences perception and World view
7. Development of grammar in relation to communicative and cultural forces
8. Connect the cultural system of people and the grammatical and lexical system of their language
9. Know how cultural setting contributed depth and variety to understanding of language;
10. Indicate Ethnography of Communication as an approach and method

**Course Contents**

The course introduces students to the anthropological study of language and communication. Field, analytical methods and theory of linguistic anthropology. Language as a cultural resource and speaking as a cultural practice (greetings, terms of address, names, gesture or nonverbal communication among others). Speech community. Linguistic diversity. Language in culture. Linguistic relativity. Ethnography of communication.