

Department of Linguistics, University of Dhaka
OBE Curriculum
Undergraduate Programme 2022-2023
1st Year 1st Semester

Year	1	Semester	1	
Course Code	Course Title		Credits	
Ling. UG1101	Introduction to Linguistics		4	
Ling. UG1102	Historical Linguistics and Language Families		4	
Ling. UG1103 (a+b)	Academic Bangla Academic English		2 2	
Ling. GEDC01 (a+b)	Sociology Anthropology		2 2	

Course Code: Ling.UG1101 **Course Title:** Introduction to Linguistics **ECredits:** 4

Course Type: CC

Rationale of the Course:

This introductory course has been designed to give students elementary knowledge about the very core aspects of linguistics. Linguistics is a broad subject, with connections to psychology, philosophy and cognitive science. This course will provide an overview of linguistic analysis, ranging from the studying human speech sounds to the structure and meaning of sentences. This introductory language course is primarily designed to allow students to gain a sufficient amount of explicit knowledge of the different branches, methods and the core and applied areas of linguistics, to provide students with the tools necessary for understanding language structures.

Course Content:

Topic	Required session(s)	CLOs
Language: Origin, Nature, Function and Scope; Human language and other animal communication systems	3	CLO1, CLO2
Overview of linguistics: definition and development; Traditional Grammar, Historical and Comparative Method, Structural Method, Transformational-Generative Grammar and beyond; Synchronic vs. diachronic variation	4	CLO1, CLO2
Branches and sub-fields of linguistics	1	CLO2
Pronunciation vs. spelling; Vowels and Consonants; Suprasegmentals	3	CLO1, CLO4
Phonemes & allophones; Natural classes; Phonological universals	2	CLO2, CLO4

Morphemes; Morphological approaches, Free and bound morphemes; Allomorphic variation	3	CLO2, CLO4
Phrases and sentences: grammar and syntax;	2	CLO1, CLO4
Semantics and pragmatics: meaning and discourse;	2	CLO1, CLO4
Language, society and culture;	2	CLO2
Language and the brain, Language acquisition	3	CLO3
Language and computers; Recent trends in linguistics	2	CLO2, CLO3, CLO4

Course Learning Outcomes (CLOs): At the end of the course, students will be able to:

CLO1	Define the concepts of linguistics as a scientific study of language.
CLO2	Demonstrate their knowledge of the main ideas of how the concept of language is defined in linguistics and various branches of linguistics by recollecting key terms and illustrate by giving examples, reason about its applicability on spoken language, written language and sign language, as well as on human communication.
CLO3	Understand key issues in the relationship between language and learning.
CLO4	Compare and contrast elementary linguistic features of various languages.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4					
CLO2	4			3		
CLO3	4		3	3		
CLO4	4		3	3		

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define the concepts of linguistics as a scientific study of language.	PLO1				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	Demonstrate their knowledge of the main ideas of how the concept of language is defined in linguistics and various branches of linguistics by recollecting key terms and illustrate by giving examples, and reason about its applicability on spoken language, written language and sign language, as well as on human communication.	PLO1, PLO4		PS1		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO3	Understand key issues in the relationship between language and learning.	PLO1, PLO3, PLO4				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO4	Compare and contrast data in various languages in terms of sounds, word	PLO1, PLO3, PLO4	GS12			AR1, AR2, AR3, AR7: Quiz, Debate, PBL

structure, sentence structure, as well as sentence and word meaning.					Assignment/Presentation, Midterm
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Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse					<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate					
Create					

Course Policies and Procedures (including Makeup Class)

Learning Resources

Text Books

Dawson, H. C., and Phelan, M. (eds.). (2016). *Language files: Materials for an introduction to language and linguistics. 12th ed.*, Ohio state university press.

Reference Book

O'Grady, W., Dobrovolsky, M., & Aronoff, M. (1997). *Contemporary linguistics: an introduction. 3rd, U.S. ed.*, St. Martin's Press.
 Fromkin, V., Rodman, R., & Hyams, N. (2011). *An Introduction to Language (Int. ed.)*, Wadsworth.
 Aitchison, J. (2010) *Linguistics: An Introduction*. Hodder and Stoughton
 Yule, G. (2010) *The Study of Language*. Cambridge University Press
 Crystal, D. (2017) *An Encyclopaedia of Language*

Other Resources (Online Resources or others)

TBA

Course Code: Ling.UG1102 **Course Title:** Historical Linguistics and Language Genealogy

ECredits: 4

Course Type: CC

Rationale of the Course: Language is constantly evolving, and this course provides a framework for understanding the processes of language change, how languages develop over time, how they interact with other languages, how they diverge into distinct varieties and how languages can be grouped

genealogically. This course will also help in tracing the origins of languages and language families and can shed light on the historical and cultural factors that have shaped linguistic diversity around the world. This involves the reconstruction of proto-languages, hypothetical ancestral languages from which modern languages are descended. The course will also offer the understanding and the description of relationships between different languages and language families, and provide insights into the cultural and historical context in which these languages developed.

Course Content:

Topic	Required session(s)	CLOs
Origin and Scope of Historical Linguistics How does language evolve over time?	2	CLO1
Language Change: Sound Change; Lexical Change; Morphological Change; Syntactic Change; Analogical Change	6	CLO1, CLO3
Language Contact and borrowing	1	CLO1, CLO3
The Comparative Method and Reconstruction	2	CLO3, CLO4
Reconstruction of proto-languages, including the Proto-Indo-European language and its daughter languages.	2	CLO3, CLO4
Theory models to explain language change	2	CLO4, CLO5
The typology of language families and groups, including their structural features, linguistic universals, and areal patterns.	5	CLO2
The historical development of major language families and groups: Indo-European, Finno-Ugric, Sino-Tibetan, Afro-Asiatic, Niger-Congo, Austronesian, Dravidian, Austro-Asiatic, Semitic and others. Language isolates	8	CLO2, CLO3
The role of historical linguistics in language preservation, including efforts to document and revitalise endangered languages.	1	CLO6
Minority languages and language families in Bangladesh	1	CLO5, CLO6

Course Learning Outcomes (CLOs): After completing the course, students should be able to:

CLO1	describe and explain the major processes of language change, such as sound changes, grammaticalisation, borrowing, and language contact, and trace these changes over time;
CLO2	identify and classify languages into language families based on their genetic relationships, and explain how these classifications are established and revised;
CLO3	explain the basic principles of historical linguistics, including the concepts of language change, language families, and the comparative method;
CLO4	analyse linguistic data from different languages and identify similarities and differences that can help them reconstruct the history of those languages;
CLO5	use the comparative method to reconstruct proto-languages, the hypothetical ancestral languages from which modern languages descended;

CLO6	apply the methods and insights of historical linguistics to other fields, such as anthropology, archaeology, history, and literary studies.
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Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4					
CLO2	4					
CLO3		3	4			
CLO4			4			
CLO5				4	3	
CLO6						4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	describe and explain the major processes of language change, such as sound changes, grammaticalization, borrowing, and language contact, and trace these changes over time.	PLO1	GS 12			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	identify and classify languages into language families based on their genetic relationships, and explain how these classifications are established and revised.	PLO1	GS 23	PS4		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO3	explain the basic principles of historical linguistics, including the concepts of language change, language families, and the comparative method.	PLO2 PLO3	GS 12 GS23	PS5		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO4	analyse linguistic data from different languages and identify similarities and differences that can help them reconstruct the history of those languages.	PLO3	GS44			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO5	use the comparative method to reconstruct proto-languages, the hypothetical ancestral languages from which modern languages descended.	PLO4 PLO5	GS 42	PS10	SDG4	AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO6	apply the methods and insights of historical linguistics to other fields, such as anthropology, archaeology, history, and literary studies.	PLO6	GS 22. 23. 43	PS8		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyse					<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

Hans Henrich (1996). Language history language change and language relationship: An introduction to historical and comparative linguistics. Mouton de Gruyter
 Lyle Campbell (1999). Historical Linguistics: An Introduction. MIT Press

Reference Books (Text Books)

TBA

Other Resources (Online Resources or others)

TBA

Course Code: Ling.UG1103(a) **Course Title:** Academic Bangla **ECredits:** 2

Course Type: CC

Rationale of the Course:

This course is designed to refresh students' memory in the four language skills regarding Bangla language through displaying a wide variety of authentic text types and challenging tasks. The adapted reading texts have been chosen to stimulate students to react and respond effectively with confidence, as each unit contains grammar, vocabulary, and pronunciation. The text aims to give further practice on

the above-mentioned skills required at university level, however, writing and speaking skills will be given more attention to enhance these two skills through the use of the communicative approach. The course also provides students with a considerable range of different advanced activities on vocabulary, grammar and writing in general.

Course Content:

Topic	Required session(s)	CLOs
<p>পঠন দক্ষতা</p> <p>মূলভাব অনুধাবন ও বিভিন্ন প্রকার পাঠের ধরন চিহ্নিতকরণ; পাঠভিত্তিক শব্দভাণ্ডার সমৃদ্ধিকরণ; পাঠ-অন্তর্গত শব্দ ও বাক্যের প্রয়োগ বিবেচনা; বিশদ পঠন; অ্যাকাডেমিক পঠন কৌশল; মার্জিনে মন্তব্য সংযুক্তি;</p>	7	CLO3
<p>লেখন দক্ষতা</p> <p>প্রমিত বানান; ভাষার প্রয়োগ অপপ্রয়োগ; লেখনের প্রয়োজনীয় ব্যাকরণ ও রূপরেখা কৌশল; বিরাম চিহ্নের ব্যবহার; সরল জটিল ও যৌগিক বাক্যগঠন কৌশল; লেখার সংহতি (cohesion), পারস্পর্ষ রক্ষা ও সাংগঠনিক কাঠামো সম্পর্কে ধারণা; পাঠ সংশ্লেষণ (annotation), সারসংক্ষেপ (summarisation) রচনা এবং পাঠ-পুনর্বিন্যাস কৌশল; নোট গ্রহণ: চিহ্ন (symbol) ও সংক্ষিপ্ত রূপ (abbreviation) ব্যবহার করা; প্রবন্ধ, অনুচ্ছেদ, অনুগল্প, লিখন; অ্যাকাডেমিক লিখন; রচনার যুক্তিকাঠামো (argument development) আয়ত্তীকরণ; চিত্র, সারণি, ছক প্রভৃতির ব্যাখ্যা প্রস্তুতকরণ; উল্লেখ্যরীতি বিষয়ক প্রাথমিক ধারণা; প্রফরডিং অনুশীলন; বিশিষ্টার্থে বাংলা ভাষার প্রয়োগ;</p>	9	CLO4
<p>শ্রবণ দক্ষতা</p> <p>প্রমিত বাংলা ভাষা শ্রবণ অনুশীলন; বক্তৃতা, কথিত, আবৃত্তি, নিবন্ধ প্রভৃতি পাঠ শ্রবণের অনুশীলন; শ্রবণের মাধ্যমে অ্যাকাডেমিক পাঠের যুক্তিধারা চিহ্নিতকরণ; নোট নেওয়ার দক্ষতা: চিহ্ন (symbol) ও সংক্ষিপ্ত রূপ (Abbreviation) ব্যবহার করা;</p>	5	CLO2
<p>কথন দক্ষতা</p> <p>উচ্চারণ সূত্র; প্রমিত উচ্চারণ অনুশীলন; উপস্থিত ও অ্যাকাডেমিক বক্তৃতা; গল্প ও কথিকা পাঠ; আনুষ্ঠানিক ও অনানুষ্ঠানিক মৌখিক উপস্থাপনা; মৌখিক আলোচনা কৌশল: যুক্তি ও পাল্টা যুক্তির প্রয়োগ</p> <p>কথোপকথন (dialogue) চর্চা; পরিস্থিতি অনুযায়ী ভাষার ব্যবহার</p>	7	CLO1

Course Learning Outcomes (CLOs): After completing the course, the students will be able to:

CLO1	Demonstrate the oral communicative skills and critical thinking skills to evaluate texts and their intended function and reliability;
CLO2	Use academic listening strategies, including prediction, identification of main ideas, specific details, and note-taking skills focusing specifically on using symbols and abbreviations, understanding the writer's opinion, identifying main ideas and supporting information, and summarising the text.
CLO3	Demonstrate a working knowledge of reading and pre-reading strategies; including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details in university and professional workplace environments.

CLO4	Practice academic writing style, peer editing, self-editing, and revising skills to identify sentence problems in their own writings and correct them efficiently.
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Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	3		3			
CLO2	3		3			
CLO3	3		3			
CLO4	3		3			

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Demonstrate the oral communicative skills and critical thinking skills to evaluate texts and their intended function and reliability;	PLO1, PLO3	GS21, GS22, GS23			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	Use academic listening strategies, including prediction, identification of main ideas, specific details, and note-taking skills focusing specifically on using symbols and abbreviations, understanding the writer's opinion, identifying main ideas and supporting information, and summarising the text.	PLO1, PLO3	GS21, GS22, GS23			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO3	Demonstrate a working knowledge of reading and pre-reading strategies; including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details in university and professional workplace environments.	PLO1, PLO3	GS21, GS22, GS23			c
CLO4	Practice academic writing style, peer editing, self-editing, and revising skills to identify sentence problems in their own writings and correct them efficiently.	PLO1, PLO3	GS21, GS22, GS23			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
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Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse					<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate					
Create					

Learning Resources:

Text Books

আহমদ শরীফ ও অন্যান্য। (২০১৬)। বাংলা ভাষার প্রায়োগ ও অপপ্রায়োগ, বিভাস
নীরেন্দ্রনাথ চক্রবর্তী। (২০১৪)। বাংলা কী লিখবেন কেন লিখবেন, আনন্দ পাবলিশার্স
পবিত্র সরকার। ()। বাংলা লেখার সহজ পাঠ, নিউ এজ
(২০১৯)। বানানের ক্লাস, কথাপ্রকাশ
(২০১৯)। বাংলা লিখুন: নির্ভুল, নির্ভয়ে, কথাপ্রকাশ
রণজিৎ বিশ্বাস। (২০১৯)। ব্যবহারিক বাংলা : যত ভুল তত ফুল, কথাপ্রকাশ
ফরহাদ খান। (২০১২)। বাংলা শব্দের উৎস অভিধান, প্রতীক প্রকাশন

Reference Books (Text Books)

TBA

Other Resources (Online Resources or others)

TBA

Course Code: Ling.UG1103(b) **Course Title:** Academic English

ECredits: 2

Course Type: CC

Rationale of the Course:

This course aims to develop a functional knowledge of the English language with a focus on the four skills of listening, speaking, reading, and writing, for practical use in various spheres of academic scholarship. Through this course, students will learn elementary rules and techniques to improve their speaking as well as academic writing skills, in order to prepare students to communicate effectively in English within an academic context, whether for university study, research, or professional development.

Course Content:

Topic	Required session(s)	CLOs
<u>Speaking and Listening Skills</u> Listening and Note-Taking <ul style="list-style-type: none"> - Listening to recorded texts and class lectures and learning to take useful notes based on listening. 	7	
<u>Speaking and Listening Skills</u> Developing speaking skills <ul style="list-style-type: none"> - Pronunciation: English consonants and vowels - Address first language interference problems for Bengali speakers of English - Building confidence for speaking English - Levels of Appropriateness: colloquial and standard, formal and informal - Presentation Skills 	8	
<u>Reading and Writing Skills</u> Developing reading skills <ul style="list-style-type: none"> - Strategies for reading: skimming, scanning, predicting, inference, analysing and interpreting a variety of texts and text types, comprehension and summary. - Vocabulary building 	5	
<u>Reading and Writing Skills</u> Developing Writing Skills <ul style="list-style-type: none"> - Spelling, Use of rare words and idioms - Paragraphs: linking sentences to form paragraphs, paragraph structure, topics sentence, developing paragraphs specific and examples, paragraph unity and coherence. - Essay: essay structure, thesis sentence, writing good introductions and conclusions, strategies for essay development - Letter writing: business letters and applications - Writing a CV - Writing academic papers and research work - Avoiding plagiarism and learning about citation 	10	

Course Learning Outcomes (CLOs): Students have achieved the following learning outcomes at the end of the course:

CLO1	Improved academic language proficiency: Students will be able to read, write, listen, and speak in English at a level appropriate for academic purposes, with an emphasis on academic vocabulary, grammar, and discourse.
CLO2	Improved critical thinking skills: Students will be able to analyse and evaluate academic texts, arguments, and sources in English, and develop their own arguments and ideas using academic language and conventions.
CLO3	Enhanced academic research skills: Students will be able to conduct research in English, including locating and evaluating sources, using citation conventions, and synthesising information from multiple sources, and be conscientious to avoid plagiarism.
CLO4	Familiarity with academic genres and conventions: Students will be able to recognise and produce a range of academic genres, such as research papers, essays, and

	presentations, and understand the conventions of academic writing and speaking in English.
CLO5	Increased cultural and intercultural awareness: Students will gain awareness and understanding of academic and cultural norms and expectations in English-speaking academic environments, and develop strategies for effective communication and collaboration with diverse audiences.
CLO6	Improved language learning strategies: Students will develop strategies for learning and using academic English, including strategies for vocabulary acquisition, grammar and syntax, reading comprehension, listening comprehension, and speaking fluency.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1			1	2	4	
CLO2			4	2	3	3
CLO3			2	2	3	4
CLO4				2	4	3
CLO5		1		2	4	
CLO6				2	3	4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Improved academic language proficiency: Students will be able to read, write, listen, and speak in English at a level appropriate for academic purposes, with an emphasis on academic vocabulary, grammar, and discourse.	PLO3, PLO4, PLO5, PLO6	GS21, GS22, GS23	PS5, PS9	SDG4	AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	Improved critical thinking skills: Students will be able to analyse and evaluate academic texts, arguments, and sources in English, and develop their own arguments and ideas using academic language and conventions.		GS43	PS5, PS7		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

CLO3	Enhanced academic research skills: Students will be able to conduct research in English, including locating and evaluating sources, using citation conventions, and synthesising information from multiple sources, and be conscientious to avoid plagiarism.		GS22	PS5, PS7, PS8		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO4	Familiarity with academic genres and conventions: Students will be able to recognise and produce a range of academic genres, such as research papers, essays, and presentations, and understand the conventions of academic writing and speaking in English.		GS21, GS22	PS9		AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO5	Increased cultural and intercultural awareness: Students will gain awareness and understanding of academic and cultural norms and expectations in English-speaking academic environments, and develop strategies for effective communication and collaboration with diverse audiences.		GS21, GS37	PS4	SDG10	AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO6	Improved language learning strategies: Students will develop strategies for learning and using academic English, including strategies for vocabulary acquisition, grammar and syntax, reading comprehension, listening comprehension, and speaking fluency.		GS21, GS22, GS23			AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate					
Create					

Learning Resources:

Text Books

Kane, Thomas S.(1988) *The New Oxford Guide to Writing*. Oxford: Oxford University Press, 1988.
British Council. (2014). *English for Academics: Book 1*. Cambridge: Cambridge University Press. (selected units)
British Council. (2015). *English for Academics: Book 2*. Cambridge: Cambridge University Press. (selected units)
Moore, Julie. 2017. *Oxford Academic Vocabulary Practice (B2-C1)*. Oxford: Oxford University Press. (selected units)

Reference Books (Text Books)

Chalker, S. & Weiner, E. (1994). *The Oxford Dictionary of English Grammar*. Oxford: Oxford University Press
Cutts, Martin. (1999). *The plain English Guide*. Oxford Oxford University Press.
Grover, B.O. (1971). *Advanced English Practice*. Oxford: Oxford University Press
Kuipor, M. & Allan, W. Scott. (1996). *An Introduction to English Language*. London: Macmillan Press Ltd.
Leech, Geoffrey, et al. (1992). *English Grammar for Today*. London: Macmillan.
Leech, Geoffrey, et al. (2000). *A Communicative Grammar of English*. London: Longman
Murphy, Raymond. (2003). *Intermediate English Grammar*. Cambridge: Cambridge University Press.
Quirk, P. & Grenbaum, S. (2000). *A University Grammar of English*. London: Longman
Rutherford, William. (1988). *A Workbook in the Structure of English*. London: Blackwell.

Other Resources (Online Resources or others)

Turton, N.D. & Heaton J.B. 1998. Dictionary of Common Errors: Longman.
TBA

Course Code: Ling.GEDC01(a) **Course Title:** Sociology

ECredits: 2

Course Type: GED

Rationale of the Course: This course presents fundamental concepts and theories covering many areas of contemporary sociology. This course analyses the influence of social and cultural factors on human behaviour in such areas as language, culture, socialisation, groups, deviance, sexuality, stratification, race, gender, economics, family, religion, and the environment. Social dynamics and social institutions will be explored, coupled with the ever-present issues of social change and the impact of these changes on society and the individual.

Course Content:

Topic	Required session(s)	CLOs
Introduction, Language and society Sociological Imagination	2	CLO1, CLO2
Social Theory	2	CLO1, CLO2, CLO3, CLO4
Social Interaction and social structure; social stratification	2	CLO1, CLO3, CLO4, CLO5
Culture, Media, & communication	1	CLO1, CLO2, CLO3, CLO4, CLO5
Power & Politics	2	CLO1, CLO2, CLO3, CLO4
Race & Ethnicity, migration	2	CLO1, CLO2, CLO3, CLO4
Gender & Sexuality	1	CLO1, CLO2, CLO3, CLO4
Families & Family Life	1	CLO1, CLO2, CLO3, CLO4
Crime, Deviance, & Social Control	1	CLO1, CLO2, CLO3, CLO4
Social movements	1	CLO1, CLO2, CLO3, CLO4

Course Learning Outcomes (CLOs): Students have achieved the following learning outcomes at the end of the course:

CLO1	Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of sociology.
CLO2	Apply theory to practise using problem-solving techniques and data analysis.
CLO3	Analyse research data to produce a well-reasoned argument or position on an issue.
CLO4	Explain how social interactions are influenced by local, regional, national, and/or global cultures.
CLO5	Recognise cultural and individual differences that underlie the complexities of human behaviour and social interaction.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		3				
CLO2				3		
CLO3			3			
CLO4			3			
CLO5		3				

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of sociology.	PLO2				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	Apply theory to practise using problem-solving techniques and data analysis.	PLO4				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO3	Analyse research data to produce a well-reasoned argument or position on an issue.	PLO3				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO4	Explain how social interactions are influenced by local, regional, national, and/or global cultures.	PLO3				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO5	Recognise cultural and individual differences that underlie the complexities of human behaviour and social interaction.	PLO2				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 25)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
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Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse					<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 25)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate					
Create					

Learning Resources:

Text Books

Manza, J., Arum, R., Haney L., Chibber, V., Duster, T., England, P....Wu, L. (2016). *The Sociology Project 2.0*, Pearson.

Reference Books (Text Books)

TBA

Other Resources (Online Resources or others)

TBA

Course Code: Ling.GEDC01(b)

Course Title: Anthropology

ECredits: 2

Course Type: GED

Rationale of the Course: This course is a general introduction to the four fields of anthropology that looks at how anthropologists study cultural and physical aspects of humankind. The course will explore a range of societies and methods of anthropological study. This course covers such topics as anthropological views on language, economic systems, population dynamics, kinship, political systems, religion, art, medicine, as well as globalization, power relations and ethics.

Course Content:

Topic	Required session(s)	CLOs
Introduction to anthropology, Language, linguistics and anthropology	2	CLO1, CLO2, CLO3, CLO4
Biological and Physical Anthropology	2	CLO1, CLO3, CLO4

Archaeological and Linguistic Anthropology	4	CLO1, CLO2, CLO3, CLO4
Mode of production: Environment, Technology, Exchange (Economic Systems); mode of reproduction (Demography)	5	CLO1, CLO2, CLO3, CLO4
Cultural Diversity, Issues of identity & resistance	2	CLO1, CLO2 CLO4

Course Learning Outcomes (CLOs): Students have achieved the following learning outcomes at the end of the course:

CLO1	Have an understanding of basic Anthropological concepts (i.e. 4 fields of Anthro., emic/etic, culture, cultural relativism/ethnocentrism, Kinship, etc.)
CLO2	Have the ability to demonstrate a variety of cultures and societies
CLO3	Have the capacity to develop and use the tools needed for communication, inquiry, analysis and productive work.
CLO4	Have the ability to Apply values, ethics, particularly in terms of research methodology but also in terms of cultural relativism.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1		3				
CLO2		3				
CLO3			3			
CLO4					3	

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Have an understanding of basic Anthropological concepts (i.e. 4 fields of Anthro., emic/etic, culture, cultural relativism/ethnocentrism, Kinship, etc.)	PLO2				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO2	Have the ability to demonstrate a variety of cultures and societies	PLO4				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
CLO3	Have the capacity to develop and use the tools needed for communication, inquiry, analysis and productive work.	PLO3				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm

CLO4	Have the ability to Apply values, ethics, particularly in terms of research methodology but also in terms of cultural relativism.	PLO3				AR1, AR2, AR3, AR7: Quiz, Debate, PBL Assignment/Presentation, Midterm
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Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 25)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
Remember	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse					<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 25)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate					
Create					

Learning Resources:

Text Books	Kottak, Conrad Phillip.(2011). <i>Anthropology: The Exploration of Human Diversity</i> . 11th Edition, McGraw-Hill Graeber, David, and David Wengrow. (2021) <i>The Dawn of Everything: A New History of Humanity</i> . Farrar, Straus and Giroux Lavenda, Robert and Emily Schultz. (2015) <i>Anthropology: What Does It Mean to Be Human?</i> 3rd edition. Oxford University Press
Reference Books (Text Books)	TBA
Other Resources (Online Resources or others)	TBA

