

Department of Linguistics
University of Dhaka
Outcome-Based Education (OBE) Curriculum
Undergraduate Programme 2022-2023

Department of Linguistics, University of Dhaka
Outcome-Based Education (OBE) Curriculum
Undergraduate Programme 2022-2023

Part A

1. Title of the Academic Programme: Undergraduate Programme in Linguistics

2. Name of the University: University of Dhaka

3. Vision of the University:

The University of Dhaka (DU) aims to pursue excellence in the research and educational goals by infusing innovations into the academic culture and settings. DU will prepare the students for rewarding lifelong careers and will instil in them a continued and permanent dedication to the search for knowledge and the search for truth. It will strive to transform the world in positive ways through advanced education, impactful research and scholarship, and the translation of knowledge into solutions. Together, the university and its graduates will create and sustain environments to advance the motto of this academic hub and build and maintain excellence.

4. Mission of the University:

The set missions of the university are to:

Mission	Statements
UM 1	Build strength through creative innovation, entrepreneurship, research, intellectual curiosity and partnerships in everything we do.
UM 2	Generate new knowledge through a broad array of scholarly, research and creative endeavours, which provide a foundation for dealing with the immediate and long-range needs of society.
UM 3	Empower the students to fulfil their academic and professional passions in the university that is diverse, welcoming, and inclusive for all students, faculty, and staff.
UM 4	Serve society through coordinated countrywide outreach programmes that meet continuing educational needs in accordance with the university's designated status.
UM 5	Foster a diverse community of students, staff, and faculty. It is dedicated to access, affordability, and ensuring that the benefits of its transformative educational opportunities are not limited by financial circumstance or background.
UM 6	Maintain a level of excellence and standards in all programmes that will give them countrywide, national and international significance.
UM 7	Supporting the community of alumni through imaginative programmes that enrich their

	lifelong relationship with the university and that expand the collective contributions to the world.
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5. Name of the Programme Offering Entity: Department of Linguistics

6. Vision of Programme Offering Entity (Department of Linguistics):

The Department of Linguistics aspires to play a leading role in the study of linguistics in the region, by producing high-quality graduates and scholars well-versed in language studies and multilingual settings incorporating language technology. The focus is on the scientific study of human language and the creation of a multidisciplinary research culture. The Department creates, analyses, interprets, applies and disseminates knowledge about the human language capacity and about particular languages and literatures in all of their manifestations to help students to: value diversity; see learning as a lifelong process; and dedicate themselves to careers in teaching, research, writing, translation, language technology and the promotion of languages, literatures, and cultures.

7. Mission of the Department of Linguistics

The Department emphasises excellence in research, teaching, learning, and service in linguistics, language(s), literatures, and cultures. Our various academic programmes strive to promote language proficiency, language technology, literary analysis and interpretation, cultural literacy, linguistic analysis, language teaching methodology, and translation theory and practices. We endeavour to graduate students who command a substantial level of knowledge and skill in their particular area(s) of concentration so that they may become successful scholars, practitioners, and leaders in Bangladesh and beyond. The specific missions of this department are to:

- Offer high-quality courses/programmes in linguistics for developing professional knowledge and advanced communication skills in our students to prepare them to become educators and professionals in various fields;
- Foster and to equip our students with an in-depth knowledge of human language system and its interdependency between thought and culture;
- Promote scientific inquiry of human languages, their learning and their use, via the publication and presentation of linguistic scholarship;
- Enrich students' learning experiences for the appreciation of diversified cultures through formal and non-formal learning activities;
- Expand collaborations and links with regional and international partners in research and practices, particularly in areas such as indigenous language studies, language learning and acquisition, and digital humanities in language;
- Engage in knowledge transfer activities to enhance the impact of the scientific study of language on society.

8. Name of the Degree:

BA (Hon's) in Linguistics

9. Description of the Programme:

The Department of Linguistics was established in 1992. Students were admitted first to the Master's programme in the Department of Linguistics from the academic session of 1993-1994. The BA (Hons.) programme has been introduced since the academic year 1996-1997. The department has a

unique environment for studying linguistics and doing research on language and its elements with expert and energetic faculty members. The integrated BA (Hons.) Programme is now attributed as Undergraduate Programme and it has specific missions as stated above to meet the basic requirements regarding language, its unique elements and related fields.

10. Programme Educational Objectives (PEOs):

The aim of the programme is to develop knowledge and linguistic skills necessary to be successful students and members of the society. This Department of Linguistics seeks to:

PEOs	Statements
PEO 1	Enable students to maximise their linguistic competence and to excel both in Bangla and English language communication;
PEO2	Enhance proficiency in linguistics and language studies, and reach a level of proficiency in documenting, describing, managing and analysing large scale of data.
PEO 3	Develop critical thinking and analytical skills necessary to assess, evaluate, and compare concepts, information, and facts and figures to identify and solve real-life problems.
PEO 4	Acquire research skills, including the ability to conduct independent research, collect and analyse data, and communicate findings through written and oral presentations.
PEO 5	Promote an interdisciplinary understanding of linguistics to correlate its role with the society, culture, technology, philosophy, psychology and variety of social aspects.
PEO 6	Instil a sense of intellectual curiosity and a lifelong commitment to continued learning and professional development.
PEO 7	Empower students to be globalised citizens and pursue a career related to their major field of study.

11. Programme Learning Outcomes (PLOs):

After completing the Programme, the students will be able to:

PLOs	Statements
PLO 1	Describe the fundamental concepts and theories of linguistics, along with a comprehensive understanding of the principles and methods of linguistic analysis in the core and applied areas.
PLO 2	Articulate the diverse potential of language science by establishing its links with technology, documentation, and cultural, political and economic dimensions of the society.
PLO 3	Analyse the elements of concepts and arguments and naturally occurring data critically.
PLO 4	Combine theories and concepts into a unified and coherent understanding of the discipline to examine the real-world data and demonstrate efficiency in summarising, interpreting, and

	critiquing research and project activities.
PLO 5	Enrich professional knowledge, ethical standard and effective communication skills to disseminate knowledge (both in formal and informal settings), acquire and sustain jobs in academia and industry.
PLO 6	Develop a sharp research acumen to perform independent research activities in a specific domain and continue the process of self-learning.

12. Graduate Attributes:

Attributes		
Pedagogical expertise and advanced knowledge of linguistics	<ul style="list-style-type: none"> Knowledge and skills in teaching the Bangla and English language Advanced knowledge of linguistics Enhancing capacity in corpus building and big data management Documentation of indigenous languages of Bangladesh and beyond Analysing capacity of the clinical aspects of atypical language and communication 	<ol style="list-style-type: none"> 1. In-depth knowledge of the discipline: Graduates will have an in-depth knowledge of linguistics, its principal domains and branches. 2. Analytical abilities and problem solving: Graduates will have the power of analysing any linguistic data and solving problems by applying their initiatives. 3. Ability to use modern technologies: Graduates will use modern technologies effectively in handling linguistic data. 4. Multidisciplinary competence: Graduates will have the knowledge and understanding of the allied subjects such as sociology (social aspects of language), anthropology (ethnological understanding of languages), computer sciences and AI (development of NLP tools for various languages), neuroscience (an understanding of the functionalities of the human brain regarding language, e.g. its perception and production), and so on. 5. Communication skill: Graduates will share research findings and new insights with the scientific community through scientific papers. 6. Ethical values and Social Responsibilities: Graduates will have a strong academic integrity, ethical values, and a strong sense of responsibility towards the society at large. 7. Futuristic attitude: Graduates will recognise and address any linguistic issues, especially those related to the languages of the North-east. They will have a firm commitment to the discipline, actively taking part in linguistic research.
Communication and IT	<ul style="list-style-type: none"> Oral Communication Written communication Presentation skills Digital literacy 	Graduates will communicate fluently and confidently through speaking, writing, and presentation in both their personal and professional endeavours using their digital and IT skills.

skills		
Interpersonal skills	<ul style="list-style-type: none"> ▪ Collaborative ability ▪ Empathy ▪ Reliability ▪ Appreciation of ethical values ▪ Adaptability 	Graduates will have developed skills and values that nurture empathy, ethics, and dependability—all of which enable them to function as well-rounded individuals.
Professional skills	<ul style="list-style-type: none"> ▪ Time management ▪ Discipline ▪ Sense of responsibility ▪ Professional judgement ▪ Managerial leadership 	Graduates will have hard and soft skills that will help them in their career development and professional lives.
Critical thinking and creative skills	<ul style="list-style-type: none"> ▪ Creative writing ▪ Problem formulation, solving, and decision-making ▪ Analytical ability ▪ Ability to link theory to practise 	Learners will have developed critical and innovative thinking skills.

13. Mapping mission of the university with PEOs

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

PEOs	UM 1	UM 2	UM 3	UM 4	UM5	UM6	UM7
PEO 1	3	1	1	3	3	1	1
PEO 2	3	1	1	1	3	1	1
PEO 3	4	1	1	1	1	3	1
PEO 4	3	4	1	1	1	1	1
PEO 5	1	3	3	1	1	1	1
PEO 6	4	1	1	2	1	4	4
PEO 7	1	1	4	2	2	3	3

14. Mapping PLOs with the PEOs

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

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7
PLO 1	3	4	1	1	2	3	3
PLO 2	1	1	3	1	3	1	3

- e) Minimum CGPA requirements for graduation: 2.00
- f) Maximum academic years of completion: 6 years
- g) Category of Courses:
- i) **General Education Courses (GED):** 07 Credit courses (7×4= 28 credits); 3 Non-credit courses; Total: 11 courses

Ling. GEDC01 (a+b)	Sociology	CR2
	Anthropology	CR2
Ling. GEDC02	Psychology	CR4
Ling. GEDC03	Bangla Literature-1	CR4
Ling. GEDC04 Or, Ling. GEDC05	Introduction to Statistics	CR4
	General Mathematics	
Ling. GEDC06	Bangla Literature-2	CR4
Ling. GEDC07	Fundamentals of Information and Communication	CR4
Ling. GEDC10	Bangladesh Studies	CR4
Ling. GEDN01	Professional Ethics, Leadership and Communication	CR0
Ling. GEDN02	A Modern Language	CR0

- ii) **Core Courses (CC):** 25 courses (25×4= 100 credits)

Ling. UG1101	Introduction to Linguistics	CR4
Ling. UG1102	Historical Linguistics and Language Families	CR4
Ling. UG1103(a)	Academic Bangla	CR2
Ling. UG1103(b)	Academic English	CR2
Ling. UG1204	Phonetics and Phonology-1	CR4
Ling. UG1205	Morphology-1	CR4
Ling. UG1206	Writing-System and Orthography	CR4
Ling. UG2301	Syntax-1	CR4
Ling. UG2302	Semantics	CR4
Ling. UG2303	Lexicology and Bangla Lexicography	CR4
Ling. UG2404	Morphology-2	CR4
Ling. UG2405	Pragmatics	CR4
Ling. UG2406	Educational Linguistics	CR4
Ling. UG2407	Modern Schools of Linguistic Thought	CR4
Ling. UG3501	Phonetics-2	CR4
Ling. UG3502	Sign Language and Non-Verbal Communication	CR4
Ling. UG3503	Semiotics and Communication Studies	CR4
Ling. UG3504	Sociolinguistics	CR4
Ling. UG3605	Phonology-2	CR4
Ling. UG3606	Research Methodology	CR4
Ling. UG3607	Language Policy and Planning	CR4
Ling. UG4701	Syntax-2	CR4
Ling. UG4702	Language Documentation and Linguistic Field Methods	CR4
Ling. UG4703	Stylistics and Bangla Literary Analysis	CR4
Ling. UG4704	Psycholinguistics	CR4
Ling. UG4805	Clinical Linguistics	CR4

Ling. UG4806	Dialectology and Bangla Dialects	CR4
Ling.TC48100	Capstone Course/ Thesis/Internship/Comprehensive	CR4

- iii) **Elective Courses (EC):** These courses are for specialisation within the discipline. The Academic Committee will take the necessary steps to offer an elective course as a substitute for a core course. If both (CC and EC) courses are offered together, in that case, the maximum enrolment of each course should not exceed 50% of the total students of that batch.

Ling. UG1207	South Asian Language Studies	CR4
Ling. UG1208	English Literature	CR4
Ling. UG3505	Language Typology	CR4
Ling. UG3506	Variation Linguistics	CR4
Ling. UG3608	Language and Performing Art	CR4
Ling. UG3609	Language Politics and Cultural Identity	CR4
Ling. UG4705	Essential Programming for Linguistics	CR4
Ling. UG4706	Big Data and Language	CR4
Ling. UG4808	Forensic Linguistics	CR4
Ling. UG4809	Second Language Acquisition	CR4

- iv) **Capstone course/Internship/Thesis/Project/Comprehensive** (as applicable for the discipline/ academic program) (1×4= 4 credit)

This course will be offered in the 8th semester. Maximum 30% of the students of an academic session according to their CGPA earned till the 6th semester are eligible to take the thesis paper. As a substitute of the thesis paper, the academic committee can offer a small scale research project report/internship report/ comprehensive examination for those students who are not included in the above-mentioned top 30% students or not interested to take the thesis paper.

- v) Tutorial and Viva voce: 8 (8 × 1) credits

18. Semester-wise distribution of courses:

Required Credit Hours: 140

Distribution of Credits

General Education Courses	7×4	28 credits
Core Courses	25×4	100 credits
Elective Courses		
Capstone Course/ Thesis/Internship/Comprehensive	1×4	4 credits
Partial Course and Viva voce	-	8 credits
Total		140 credits

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

Year	1	Semester	2	
Course Code	Course Title			Credits
Ling. UG1204	Phonetics and Phonology-1			4
Ling. UG1205	Morphology-1			4
Ling. UG1206	Writing-System and Orthography			4
Ling. GEDC02	Psychology			4

Year	2	Semester	3	
Course Code	Course Title			Credits
Ling. UG2301	Syntax-1			4
Ling. UG2302	Semantics			4
Ling. UG2303	Lexicology and Bangla Lexicography			4
Ling. GEDC03	Bangla Literature-1			4

Year	2	Semester	4	
Course Code	Course Title			Credits
Ling. UG2404	Morphology-2			4

Year	2	Semester	4	
Ling. UG2405		Pragmatics		4
Ling. UG2406		Educational Linguistics		4
Ling. UG2407		Modern Schools of Linguistic Thought		4
Ling. GEDN01		Professional Ethics, Leadership and Communication Development		0

Course Code	Course Title	
Ling. UG3501	Phonetics-2	
Ling. UG3502 OR Ling. UG3503	Sign Language and Non-Verbal Communication*	
	Semiotics and Communication Studies*	
Ling. UG3504	Language Policy and Planning	
Ling. GEDC06 OR Ling. GEDC07	Introduction to Statistics	
	General Mathematics	
Ling. GEDLC100	A Modern Language	

Year	3	Semester	5	
Course Code		Course Title		Credits
Ling. UG3501		Phonetics-2		4
Ling. UG3502		Sign Language and Non-Verbal Communication*		4
Ling. UG3503		Semiotics and Communication Studies*		4
Ling. UG3504		Sociolinguistics		4
Ling. GEDC04 OR Ling. GEDC05		Introduction to Statistics		4
		General Mathematics		
Ling. GEDN02		A Modern Language		0

* The maximum enrolment of each course should not exceed 50% of the total students of that batch.

Year	3	Semester	6	
Course Code	Course Title			Credits
Ling. UG3605	Phonology-2			4
Ling. UG3606	Research Methodology			4
Ling. UG3607	Language Policy and Planning			4
Ling. GEDC06	Bangla Literature-2			4

Year	4	Semester	7	
Course Code	Course Title			Credits
Ling. UG4701	Syntax-2			4
Ling. UG4702	Language Documentation and Linguistic Field Methods			4
Ling. UG4703	Stylistics and Bangla Literary Analysis			4
Ling. GEDC07	Fundamentals of Information and Communication Technology			4

Year	4	Semester	8	
Course Code	Course Title			Credits
Ling. UG4804	Psycholinguistics			4
Ling. UG4805	Clinical Linguistics			4
Ling. UG4806	Dialectology and Bangla Dialects			4
Ling. GEDC10	Bangladesh Studies			4
Ling.TC48100	Capstone Course/ Thesis/Internship/Comprehensive			4

Part C

19. Description of all courses of the Programmeme including the required information for each course:

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

ECredits: 4

Course Type: CC

Rationale of the Course:

This basic course has been designed to give students an 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 study of 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, as well as 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 animal 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, AR7: Quiz, Debate 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, reason about its applicability on spoken language, written language and sign language, as well as on animal communication.	PLO1, PLO4		PS1		AR1, AR2, AR7: Quiz, Debate Midterm
CLO3	Understand key issues in the relationship between language and learning.	PLO1, PLO3, PLO4				AR1, AR2, AR7: Quiz, Debate Midterm
CLO4	Compare and contrast data in various languages in terms of sounds, word structure, sentence structure, as well as sentence and word meaning.	PLO1, PLO3, PLO4	GS12			AR1, AR2, AR7: Quiz, Debate Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 00)

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 00)

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 Books (Text Books)

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. () *Linguistics: An Introduction*. Hodder and Stoughton
 Yule, G. () *The Study of Language*. Cambridge University Press
 Crystal, D. () *An Encyclopaedia of Language*.

Other Resources (Online Resources or others)

Course Code: Ling.UG1102 **Course Title:** Historical Linguistics and Language Families
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, which are hypothetical ancestral languages from which modern languages are descended, which will help us understand the relationships between different languages and language families, and provide insights into the cultural and historical context in which these languages developed. This course will also shed light on language preservation efforts, by raising awareness of the linguistic diversity that exists in the world and the importance of preserving endangered languages.

Course Content:

Topic	Required session(s)	CLOs
Origin and Scope of Historical Linguistics	1	CLO1
Language Change: Sound Change; Lexical Change; Morphological Change; Syntactic Change; Analogical Change	5	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.	3	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	4	CLO2, CLO3
The role of historical linguistics in language preservation, including efforts to document and revitalise endangered languages.	2	CLO6
Minority languages and language families in Bangladesh	2	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.

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, AR7, Quiz, Debate, 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, AR7, Quiz, Debate, 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, AR7, Quiz, Debate, 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, AR7, Quiz, Debate, 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, AR7, Quiz, Debate, 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, AR7, Quiz, Debate, 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"/>	<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

Reference Books (Text Books)

Other Resources (Online Resources or others)

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
পঠন দক্ষতা 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;	7	CLO3
লেখন দক্ষতা প্রমিত বানান; ভাষার প্রয়োগ অপপ্রয়োগ; লেখনের প্রয়োজনীয় ব্যাকরণ ও রূপরেখা কৌশল; বিরাম চিহ্নের ব্যবহার; সরল জটিল ও যৌগিক বাক্যগঠন কৌশল; লেখার সংহতি (Cohesion), পারস্পর্য রক্ষা ও সাংগঠনিক কাঠামো সম্পর্কে ধারণা; পাঠ সংশ্লেষণ (annotation), সারসংক্ষেপ (summarization) 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;	9	CLO4
শ্রবণ দক্ষতা প্রমিত বাংলা ভাষা শ্রবণ অনুশীলন; বক্তৃতা, কথিত, আবৃত্তি, নিবন্ধ প্রভৃতি পাঠ শ্রবণের অনুশীলন; শ্রবণের মাধ্যমে অ্যাকাডেমিক পাঠের যুক্তিদ্বারা চিহ্নিতকরণ; নোট নেওয়ার দক্ষতা: চিহ্ন (symbol) ও সংক্ষিপ্ত রূপ (Abbreviation) ব্যবহার করা;	5	CLO2
কথন দক্ষতা 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 কথোপকথন (Dialogue) চর্চা; পরিস্থিতি অনুযায়ী ভাষার ব্যবহার	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.

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			
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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, AR7: Quiz, Debate 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, AR7: Quiz, Debate 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			AR1, AR2, AR7: Quiz, Debate Midterm
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, AR7: Quiz, Debate 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"/>
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

Reference Books (Text Books)

Other Resources (Online Resources or others)

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. 		
<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 		
<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 		
<u>Reading and Writing Skills</u> Developing Writing Skills <ul style="list-style-type: none"> - 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 		

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, AR3, AR5, AR7, AR9
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, AR5, AR7, AR9
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, AR3, AR5, AR7, AR9
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,		GS21, GS22	PS9		AR1, AR3, AR5, AR7, AR9

	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.		GS21 , GS37	PS4	SDG10	AR1, AR3, AR5,AR7, AR9
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, AR3, AR5,AR7, AR9

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

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

Other Resources (Online Resources or others)

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 upon human behaviour in such areas as 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, Syllabus Review		
Sociological Imagination		
Social Theory		
Social Interaction and social structure; social stratification		
Culture, Media, & communication		
Power & Politics		
Race & Ethnicity Immigration		
Gender & Sexuality		
Families & Family Life		
Crime, Deviance, & Social Control		
Social movements		

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				

CLO2	Apply theory to practise using problem-solving techniques and data analysis.	PLO4				
CLO3	Analyse research data to produce a well-reasoned argument or position on an issue.	PLO3				
CLO4	Explain how social interactions are influenced by local, regional, national, and/or global cultures.	PLO3				
CLO5	Recognise cultural and individual differences that underlie the complexities of human behaviour and social interaction.	PLO2				

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					

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)

Other Resources (Online Resources or others)

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. We will explore a range of societies and methods of anthropological study. This course covers such topics as 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		
Biological and Physical Anthropology		
Archaeological and Linguistic Anthropology		
Mode of production: Environment, Technology, Exchange (Economic Systems); mode of reproduction (Demography)		
Cultural Diversity, Issues of identity & resistance		

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.)					
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.					

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 40)

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 60)

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

Reference Books (Text

Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG1203

Course Title: Phonetics and Phonology-1

ECredits: 4

Course Type: CC

Rationale of the Course: This course is designed to give students a theoretical as well as descriptive knowledge of phonetics and phonology. In this course they will learn basic elements of articulatory phonetics e.g. the analysis of speech sounds including their classifications, nature of airstream mechanism, transcription of sounds with IPA etc. In the phonology section, students will acquire some fundamental phonological concepts of human sounds.

Course Content:

Topic	Required session(s)	CLOs	ARs
Phonetics and Phonology: Definition, Scope and Difference	2	CLO1	AR1, AR2, AR7, Quiz, Debate, Midterm
Speech Organ	3	CLO1	AR1, AR2, AR7, Quiz, Debate, Midterm
Airstream mechanism Status of Glottis Position of soft palate	4	CLO1	AR1, AR2, AR7, Quiz, Debate, Midterm
Consonants	3	CLO2	AR1, AR2, AR7, Quiz, Debate, Midterm
Vowels	3	CLO2	AR1, AR2, AR7, Quiz, Debate, Midterm
International Phonetic Alphabet: Broad and Narrow Transcription	2	CLO2	
Syllable and Suprasegmental Features	3	CLO2	AR1, AR2, AR7, Quiz, Debate, Midterm
Distinctive Features	2	CLO2	AR1, AR2, AR7, Quiz, Debate, Midterm
Phonemic analysis <ul style="list-style-type: none"> ● Phoneme and allophone ● Contrastive distribution ● Complementary distribution ● Free variation 	3	CLO3	AR1, AR2, AR7, Quiz, Debate, Midterm
Phonological Process and Rules	2	CLO3, CLO6	AR1, AR2, AR7, Quiz, Debate, Midterm
Descriptive Bangla Phonology	3	CLO3, CLO4, CLO6	AR1, AR2, AR7, Quiz, Debate, Midterm

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

CLO1	Outline the articulatory procedures in relation with the functions of the speech organs
CLO2	Classify speech sound in terms of their major and minor features
CLO3	Analyze phonological data by applying relevant theory
CLO4	Explain phonological processes exclusive to Bangla
CLO5	design dataset to formulate necessary rules

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		4	3			
CLO4				4		
CLO5						4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Outline the articulatory procedures in relation with the functions of the speech organs	PLO1	21,22,23			AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2	Classify speech sound in terms of their major and minor features	PLO3		PS5, PS8		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3	Analyze phonological data by applying relevant theory	PLO2 PLO3		PS7		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO4	Explain phonological processes exclusive to Bangla	PLO4	42	PS5	SDF4	AR1, AR2, AR7, Quiz, Debate, Midterm
CLO5	design dataset to formulate necessary rules	PLO6	42,43,44	PS10	SDG4	AR1, AR2, AR7, Quiz, Debate, 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"/>	<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

Reference Books (Text Books)

Davenport, M. and Hannahs, S.J. (2020, 4th ed.). *Introducing Phonetics and Phonology*. London: Hodder Arnold.

জীনাত ইমতিয়াজ আলী। ২০০১। ধ্বনিবিজ্ঞানের ভূমিকা। ঢাকা: মাওলা ব্রাদার্স

মহাম্মদ দানীউল হক; ২০০৩। ভাষাবিজ্ঞানের কথা। ঢাকা: মাওলা ব্রাদার্স

মুহাম্মদ আব্দুল হাই; ১৯৬৪, ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব, ঢাকা: বাংলা একাডেমী

Clark, J. and Yallop, C. (1999). *An Introduction to Phonetics and Phonology*. London: Blackwell.

Crystal, David. (1995). *The Cambridge Encyclopedia of Language*. London: Cambridge University Press.

Laver, John. (2000). *Principles of Phonetics*. London: Cambridge University Press.

Trask, R.L. (1997). *A Dictionary of Phonetics and Phonology*. UK: Routledge

Schane, S.A. 1973. *Generative Phonology*. New Jersey: Prentice – Hall, INC

Other Resources (Online Resources or others)

Course Code: Ling.UG1204

Course Title: Morphology-1

ECredits: 4

Course Type: CC

Rationale of the Course: This course is designed to make students well acquainted with a brief description and classification of morphology. Through this course, they will learn existing theories and methods of morphological analysis of words used in languages. Students will have an introduction to morphology and morphological analysis in theory and practice through this course. By focusing on a variety of occurrences, including those falling under words and word formation, in Bangla and other languages, this course helps students develop the skills necessary for assimilating the theoretical fundamentals of morphology, as well as observing patterns in data, describing and analysing word structure, and testing hypotheses. By the end of the course, students will comprehend the function of morphology in the grammar and how it relates to other components, such as phonology, syntax, and semantics.

Course Content:

Topic	Required Sessions	CLOs
Morphology: scope, nature, types, importance	2	CLO1
Core concepts <ul style="list-style-type: none">● morpheme,● morph,● allomorph,● free and bound morpheme	2	CLO1,CLO3
Lexicon, lexeme and word	2	CLO1,CLO3
Parts of word: morphemes, root, base, stem, affix and clitics	2	CLO2
Morpheme classification	1	
Morpheme identification: Eugene A. Nida's Principles	2	CLO3
Inflectional and Derivational processes	2	CLO2, CLO5
Morphological processes: <ul style="list-style-type: none">● affixation,● stem modification,● Reduplication● suprasegmental modification● suppletion	3	CLO2,CLO5
Word formation processes	2	CLO1
Different models of morphology	2	CLO1,CLO2
Morphophonemics: The morphology-phonology Interface	2	CLO4, CLO5

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

CLO1	Demonstrate a good understanding of the fundamentals of empirical inquiry in morphology as well as core morphological concepts;
CLO2	Exhibit the ability to uncover and describe patterns in given data sets written in a variety of languages in a theoretically informed manner;

CLO3	Demonstrate the major foundations of contemporary morphological theory and models
CLO4	Discover the interaction between morphology and other grammatical elements such as phonology, syntax, and semantics;
CLO5	Develop an understanding of morphological theory and analysis with a clear ability to present and communicate the knowledge acquired.

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	3	3	2		2
CLO2	3	2	4	3		
CLO3	4		3	2		
CLO4	4	2	3	3		
CLO5	3		2		3	4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Demonstrate a good understanding of the fundamentals of empirical inquiry in morphology as well as core morphological concepts;	PLO1 PLO2 PLO3 PLO4 PLO6	21,22 ,23	PS5		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Exhibit the ability to uncover and describe patterns in given data sets written in a variety of languages in a theoretically informed manner;	PLO1 PLO2 PLO3 PLO4	43,44	PS7, PS8		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO3	Demonstrate the major foundations of contemporary morphological theory and models	PLO1 PLO3 PLO4	21,22 ,23	PS7, PS8		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO4	Discover the interaction between morphology and other grammatical elements such as phonology, syntax, and semantics;	PLO1 PLO2 PLO3 PLO4	42, 43	PS7		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO5	Develop an understanding of morphological theory and analysis with a clear ability to present and communicate the knowledge acquired.	PLO1 PLO3 PLO5, PLO6	21,22 ,23	PS5, PS8		AR1, AR2, AR7: Quiz, Debate, 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"/>		<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

Bauer, Laurie. (2003). *Introducing Linguistic Morphology*.
Edinburgh: Edinburgh University Press.

Reference Books (Text Books)

আবুল কালাম মনজুর মোরশেদ। ২০০২। *আধুনিক ভাষাতত্ত্ব*। ঢাকা: মাওলা ব্রাদার্স

জেনিফার জাহান। অনন্য রূপমূল ও বাংলা ভাষা। কলা অনুষদ পত্রিকা। খণ্ড ৮, সংখ্যা ১০-১১। জুলাই ২০১৪- জুন ২০১৬।

পবিত্র সরকার। ১৯৯৭। 'বাংলা রূপতত্ত্বের ভূমিকা', ইতিহাস ও সংস্কৃতি (ভবতোষ দত্ত সম্পাদিত)। কলকাতা: দে'জ পাবলিশিং

মহাম্মদ দানীউল হক। ২০০৩। *ভাষাবিজ্ঞানের কথা*। ঢাকা: মাওলা ব্রাদার্স

মুহাম্মদ আসাদুজ্জামান, (২০০৮), বাংলা সাহিত্য প্রত্যয়:পূর্ববিচার। ঢাকা বিশ্ববিদ্যালয়, ভাষাবিজ্ঞান পত্রিকা, ১ম বর্ষ ১ম সংখ্যা

রবীন্দ্রনাথ ঠাকুর। ১৯০৯। বাংলা শব্দতত্ত্ব। কলিকাতা: বিশ্বভারতী গ্রন্থনবিভাগ

	<p>রবীন্দ্রনাথ ঠাকুর। ১৩৩৮। <i>বাংলাভাষা-পরিচয়</i>। কলিকাতা: বিশ্বভারতী গ্রন্থনবিভাগ</p> <p>সুকুমার সেন। ১৯৯৮। <i>ভাষার ইতিবৃত্ত</i>। কলিকাতা: আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড</p> <p>রফিকুল ইসলাম। ১৯৯২। <i>ভাষাতত্ত্ব</i>। বুক ভিউ: ঢাকা</p> <p>রামেশ্বর শ*। ১৯৮৮। <i>সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা</i>। পুস্তক বিপণি: কলকাতা</p> <p>সুনীতিকুমার চট্টোপাধ্যায়। ২০০০। <i>ভাষা-প্রকাশ বাঙ্গালা ব্যাকরণ</i>। রূপা অ্যান্ড কোম্পানী : কলকাতা</p> <p>Asher, R.E. & Simpson, J.M.Y. (1994). <i>The Cambridge Encyclopedia of Language and Linguistics</i>. Oxford:Pergamon Press.</p> <p>Bauer, Laurie. (2003). <i>Introducing Linguistic Morphology</i>. Edinburgh: Edinburgh University Press.</p> <p>Bhattacharja, Shishir. (2007). <i>Word formation in Bengali: a whole word morphological Description</i>. Berlin : Lincom Europa.</p> <p>Bloomfield. (1933). <i>Language</i>. London: Henry Holt & Company.</p> <p>Booij, Geert. (2012). <i>The grammar of words: An introduction to linguistic morphology</i>. Oxford:Oxford University Press.</p> <p>Crystal, David. (1995). <i>The Cambridge Encyclopedia of Language</i>. Cambridge: Cambridge University Press.</p> <p>Fábregas, Antonio, and Sergio Scalise. (2012). <i>Morphology: From data to theories</i>. Edinburgh: Edinburgh University Press.</p> <p>Harley, Heidi. (2017). <i>English words: A linguistic introduction</i>. NJ: John Wiley & Sons.</p> <p>Haspelmath, Martin. (2002). <i>Understanding Morphology</i>. London: Arnold.</p> <p>Matthews, P.H. (1974). <i>Morphology: An introduction to the theory of word-structure</i>. London: Cambridge University press.</p> <p>Verma, S.K, et al. 1989. <i>Modern Linguistics: An Introduction</i>. New Delhi: Oxford University Press.</p>
Other Resources (Online Resources or others)	

Course Code: Ling.UG1205

Course Title: Writing-systems and Orthography

ECredits: 4

Course Type: CC

Rationale of the Course:

This course focuses on what writing is, and how it encodes language. It includes the definition, origins, and typology of writing systems with a particular emphasis on text normalization, the

decipherment of lost scripts and orthographic reforms. Since writing encodes language primarily by means of morphophonological analysis, the course correlates with the basic courses phonology and morphology.

Course Content:

Topic	Required session(s)	CLOs
Introduction; Primacy of oral Form over the written form; Limitations of oral Form, and writing Importance of writing; Importance of colour in writing;	4	CLO1, CLO2, CLO3
Writing: A Chronicle; Origin and development of writing: pictogram, ideogram, logogram, syllabogram, alphabet; Principal scripts of the ancient world: sumerian, egyptian, semitic, sindhi, kharosthi, brahmi etc;	5	CLO1, CLO2, CLO3
<i>The transmission of writing across languages and cultures, including the route from Phoenician to Greek to Etruscan to Latin to English; Other major scripts of the present world: Semitic, Cyrillic, Chinese, Japanese, etc.</i>	5	CLO1, CLO2, CLO3
Materials used in writing: past and present	2	CLO1, CLO2
Directions of Writing; Graphetics, graphology, graphemics and linguistics; Graphetic issues: contrasts; Graphemic issues: graphemes, allographs, diagraph, trigraph, ligature, etc.	6	CLO1, CLO2, CLO3, CLO4
Orthography: Bangla, English and Others	6	CLO1, CLO2, CLO3, CLO4

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

CLO1	Describe the origin and development of writing systems;
CLO2	Engage with the linguistic analysis of different writing systems;
CLO3	Identify key typological features of writing system;
CLO4	Become familiar with text normalisation, decipherment and orthographic reforms.

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		3			
CLO3	3		3	3		
CLO4	3			3		

SL No.	Course Learning Outcome	Contribution to			SDG Contr	Assessment Rubric Utilised
		PLOs	GS	PS		

					but ion	
CLO1	Describe the origin and development of writing systems;	PLO1		PS2		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Engage with the linguistic analysis of different writing systems;	PLO1, PLO3				AR1, AR2, AR7: Quiz, Debate, Midterm
CLO3	Identify key typological features of writing system;	PLO1, PLO3, PLO4		PS5		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO4	Become familiar with text normalisation, decipherment and orthographic reforms.	PLO1, PLO4		PS5	SDG17	AR1, AR2, AR7: Quiz, Debate, 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"/>
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

Reference Books (Text Books)

Rogers, H. (2005). *Writing Systems: A Linguistic Approach*. Oxford: Blackwell Publishing.

Coulmas, F. (ed.) (1996). *The Blackwell Encyclopedia of Writing Systems*, Blackwell.

Daniels, P. and Bright, W. (eds.) (1996) *The World's Writing Systems*.

Oxford University Press.

Dobhofer, E. (1961). *Voices in Stone: The Decipherment of Ancient Scripts and Writings*. Viking Press

Healey, J. (1990). *The Early Alphabet*. British Museum.

Other Resources (Online Resources or others)

Robinson, A. (1995) *The Story of Writing*. Thames and Hudson.

Course Code: Ling.GEDC02

Course Title: Psychology

ECredits: 4

Course Type: GED

Rationale of the Course: This course is designed to introduce students to the study of psychology. It is intended to provide broad coverage of the field by presenting basic theories, research, and applied use of psychology. It will give students a background from which to either pursue more advanced psychological courses, or to retain the information as a basic knowledge of psychology in general. Areas that will be covered include: research methods, biological bases of behavior, human development, sensation, perception, learning, intelligence, motivation, emotions, personality, mental disorders and their treatment, and social psychology. These areas will be approached from both theoretical and applied perspectives.

Course Content:

Topic	Required session(s)	CLOs	Ars
Introduction to Psychology: Definition, History, and Applications			
Child Development Adolescence, Adulthood, and Old Age			
Biological Bases of Behavior Sensation Perception Sleep and Hypnosis Substance Use and Abuse			
Learning I: Classical and Operant Conditioning Learning II: Beyond Conditioning Memory Cognition and Creativity			
Motivation and Emotion Health, Stress, and Coping Intelligence			
Personality: Psychodynamic Theories Personality: Behavioral and Humanistic Theories & Personality Psychopathology			
Major Mental Disorders			

Psychological Treatments and Interventions			
Sexuality Social Behavior: Conformity, Obedience, and Compliance Social Behavior II: Attitudes, Prejudice, and Stereotypes Social Behavior III: Aggression and Helping Behavior Applied Psychology			

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

CLO1	Summarize the history and perspectives in Psychology
CLO2	Understand and relate the actions of sensation, perception and Attention
CLO3	Cognize consciousness and its natural and altered states, understand, apply and analyze the process of memory.
CLO4	Apply and analyze systems and practices of learning, understand, apply and analyze the process and causes of forgetting

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling. UG2301

Course Title: Syntax-1

ECredits: 4

Course Type: CC

Rationale of the Course:

This course will help students explore the development of syntax from traditional approaches of sentence analysis, like origin and development, classification, characteristics, etc., to the techniques of structural syntactic analysis and the early development of generative syntax. Moreover, this course also provides some insights into the existing conceptions and misconceptions about sentences with language changes and the use of linguistic examples. The relationships with other core branches, syntactic data types, and hypotheses are also discussed. The course will focus on teaching the mechanics of syntactic analysis in the X Bar theoretic model and will briefly introduce the Minimalism Programme in the generative tradition, as well as non-generative grammars such as Head-Driven Phrase Structure Grammar (HPSG) and Lexical Functional Grammar (LFG). This course aims to introduce students to the basic concepts of syntax- the theoretical tools of sentence analysis and the context in which various analysis frameworks have evolved.

Course Content:

Topic	Required session(s)	CLOs	ARs
Syntax basics: Definitions, conceptions and misconceptions, why do languages have syntax, syntactic data. Hypotheses: rules, constraints, prescriptive vs. descriptive, adequacy levels, categories and subcategories.	2		
Evolution of syntactic theories: Traditional Grammar: Eastern and Western traditions, classical syntax of Greek, Latin and Sanskrit. Traditional concepts of grammar and classification. Traditional Bangla syntax and its shortcomings.	2		
Structural Syntax: structural methods, layered structure, constituents, immediate constituent analysis, syntactic trees, binarity, phrase structure grammar and rewrite rules.	2		
Generative Syntax: Syntax as cognitive science: innateness, UG, learning vs acquisition Modeling Syntax: data and hypotheses testing	1		
Generative Syntax: Basic concepts: Rules, trees and parts of speech, modification and ambiguity, constituency tests	1		
Generative Syntax: Structural relations: dominance, precedence, c-command, grammatical relations Binding theory	2		
Generative Syntax: Basics of X-bar theory: bar level projections, complements adjuncts and specifiers, parameters of word order	3		
Generative Syntax: Basics of X-bar theory: Clausal projections, theta criterion and EPP	2		
Generative Syntax: Basics of X-bar theory: A unified theory of movement	2		
Non-generative syntax: Context Free Grammar (CFG)	3		

Head-driven Phrase Structure Grammar (HPSG) Lexical Functional Grammar (LFG)			
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Course Learning Outcomes (CLOs): Students have achieved the following learning outcomes at the end of the course:

CLO1	Identify the basic components of syntax, including phrase structure, grammatical relations, and argument structure.
CLO2	Demonstrate the basic principles of sentence structure and organisation, including word order, constituency, and grammatical categories.
CLO3	Analyse sentence data and identify patterns in the data using appropriate syntactic methods and tools.
CLO4	Apply syntactic concepts and theories to analyse and explain real-world sentence phenomena, including sentence variation, sentence complexity, and sentence interpretation.
CLO5	Evaluate the strengths and weaknesses of different theoretical approaches to syntax.
CLO6	Utilise syntactic terminology accurately and effectively to describe and analyse sentence phenomena.

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		3	3		
CLO2	3		4	3		
CLO3	3		4	4		
CLO4		4	3	3	4	3
CLO5	4	2	3			
CLO6		2	4			3

SL No.	Course Outcome Learning	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Identify the basic components of syntax, including phrase structure, grammatical relations, and argument structure.	PLO1, PLO3, PLO4	GS43			AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Demonstrate the basic principles of sentence	PLO1, PLO3,				AR1, AR2, AR7: Quiz,

	structure and organisation, including word order, constituency, and grammatical categories.	PLO4				Debate, Midterm
CLO3	Analyse sentence data and identify patterns in the data using appropriate syntactic methods and tools.	PLO1, PLO3, PLO4		PS7, PS8,		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO4	Apply syntactic concepts and theories to analyse and explain real-world sentence phenomena, including sentence variation, sentence complexity, and sentence interpretation.	PLO2, PLO3, PLO4, PLO5, PLO6	GS44		SDG9	AR1, AR2, AR7: Quiz, Debate, Midterm
CLO5	Evaluate the strengths and weaknesses of different theoretical approaches to syntax.	PLO1, PLO2, PLO3				AR1, AR2, AR7: Quiz, Debate, Midterm
CLO6	Utilise syntactic terminology accurately and effectively to describe and analyse sentence phenomena.	PLO2, PLO3, PLO6	GS21, GS22, GS23	PS5		AR1, AR2, AR7: Quiz, Debate, 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"/>	<input checked="" type="checkbox"/>
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
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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

Carnie, A. (Third Edition). *Syntax: A generative introduction*. NY, USA: John Wiley & Sons.
 Carnie, A. (2011). *Modern syntax: A coursebook*. Cambridge: Cambridge University Press.
 Tallerman, M. (2014). *Understanding syntax*. UK: Routledge.

Reference Books (Textbooks)

Haegeman, L., & Guéron, J. (1999). *English grammar: A generative perspective*. UK: Blackwell Publishing.
 Sag, I. A., Wasow, T., Bender, E. M., & Sag, I. A. (1999). *Syntactic theory: A formal introduction* (Vol. 92). Stanford, CA: Center for the Study of Language and Information.
 Chomsky, N. (1969). *Aspects of the theory of syntax*. Massachusetts: MIT Press.
 Chomsky, N., & Lightfoot, D. W. (2002). *Syntactic structures*. Germany: Walter de Gruyter.
 Freidin, R. (2012). *Syntax: Basic concepts and applications*. Cambridge: Cambridge University Press.
 Herbst, T. (2010). *English linguistics: A coursebook for students of English*. Germany: Walter de Gruyter.
 Koenenman, O., & Zeijlstra, H. (2017). *Introducing syntax*. Cambridge: Cambridge University Press.
 Lightfoot, D. W. (2013). *Historical Syntax: Types of explanation in history*. USA: Department of Linguistics, Georgetown University.
 Lohndal, T. (2019). *Formal grammar: Theory and variation across English and Norwegian*. UK: Routledge.
 Poole, G. (2011). *Syntactic theory*. UK: Palgrave Macmillan.
 Radford, A. (2009). *An introduction to English sentence structure*. Cambridge: Cambridge University Press.
 Tallerman, M. (2014). *Understanding syntax*. UK: Routledge.
 Jurafsky, D. & Martin, J. H. (2023). *Speech and Language Processing*. Chapter 17: Draft version of January 7, 2023. Retrieved from: <https://web.stanford.edu/~jurafsky/slp3/17.pdf>
 আজাদ, হুমায়ুন। (২০১৬) *বাংলা ব্যাকরণ*। ঢাকা: আগামী প্রকাশনী।
 ভট্টাচার্য্য, শিশির। (১৯৯৮)। *সংস্কৃত ব্যাকরণ*। ঢাকা: চারু।

Other Resources (Online Resources or others)

Lecture series based on Carnie, A. (Third Edition). *Syntax: A generative introduction*:
<https://youtube.com/@user-hk4bb9dm4q>

Course Code: Ling.UG2302 **Course Title:** Semantics **ECredits:** 4

Course Type: CC

Rationale of the Course:

This course will introduce students to the study of formal meaning in linguistics. This course will help students acquire knowledge of the nature, scope, history and theories of semantics. The aim of this course is to introduce students to the basic concepts of semantics, focusing on word and sentential level analysis of meaning. This course will delve into theories of semantics with a view to develop research skills in discovering how human language generates meaning through its structural elements. There are intersections with syntax, pragmatics, and lexicology that will arise throughout the course, as all of these subfields are integrally related in a natural human language.

Course Content:

Sl. No.	Topic	Required session(s)	CLOs	ARs
	Semantics: definition, nature, scope and classifications;	2		
	History and development of semantics: origin, development and classification	1		
	The basics: utterance and sentence, contradiction, entailment, paraphrase, sense and reference, denotation and connotation;	3		
	Meaning: lexeme, ambiguity, levels, types, semantic field theory;	3		
	Theory of truth: types, conditions, meta language, object language;	2		
	Semantic properties of sentences: compositional semantics, sentence representations;	3		
	Propositional logic: types, truth tables, connectives, tautologies, contradictions, paradoxes;	4		
	Generalised quantifiers: logic and language;	2		
	Polarity items: positive, negative;	2		
	Lexical semantics: lexeme, lexical relations, internal structures of words,	3		

	generative lexicon, applications; syntagmatic and paradigmatic meaning of words;			
	Relevance between semantics and pragmatics.	1		

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

CLO1	Define and analyse the fundamental concepts and theories of semantics;
CLO2	Identify the basic components and principles of semantics and explain real-world language phenomena, including figurative language, presupposition, and implicature.
CLO3	Understand how language differs from other communication systems, and how language is employed to communicate various types of meaning.
CLO4	Evaluate the strengths and weaknesses of different theoretical approaches to semantics.
CLO5	Have insight into how semantic and pragmatics interact and relate to neighbouring fields (e.g., lexical theory, morphology and syntax).

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	NC	2	2	NC	2
CLO2	3	2	3	4	2	3
CLO3	2	3	NC	3	NC	NC
CLO4	2	3	3	4	3	NC
CLO5	4	4	NC	2	NC	2

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define the scope and nature of semantics;	PLO1	GS21	PS5		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Identify the basic components and principles of semantics and explain real-world language phenomena, including figurative language, presupposition, and implicature.	PLO4	GS43	PS2		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO3	Understand how language differs from other communication	PLO2	GS42	PS4		AR1, AR2, AR7: Quiz, Debate,

	systems, and how language is employed to communicate various types of meaning.					Midterm
CLO4	Evaluate the strengths and weaknesses of different theoretical approaches to semantics.	PLO4	GS44	PS5		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO5	Have insight into how semantic and pragmatics interact and relate to neighbouring fields (e.g., lexical theory, morphology and syntax).	PLO1	GS44	PS7		AR1, AR2, AR7: Quiz, Debate, 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"/>
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

Palmer, F.R. (1983). *Semantics*. Cambridge: Cambridge University Press.

Heim, Irene and Kratzer, Angelika. *Semantics in Generative Grammar*. Blackwell Textbooks in Linguistics.

Reference Books (Text Books)

Hurford, J. R. & Heasley, B. (1999). *Semantics: A Course Book*. Cambridge: Cambridge University Press.

Thakur, D. (1999). *Semantics*. Patna: Baharati Bhawan

Other Resources (Online Resources or others)

https://www.andrewmbailey.com/dkl/General_Semantics.pdf

<https://users.monash.edu.au/~kallan/papers/histsem.pdf>

Course Code: Ling.UG2303 **Course Title:** Lexicology and Bangla Lexicography **ECredits:** 4

Course Type: CC

Rationale of the Course: This course is designed to educate the students on the different facets of lexicology and Bangla lexicography. Lexicology is the study of the nature of words and their components. Lexicography is the art of dictionary making and dictionary management. In this course, the students will gain a thorough understanding of the concepts, evolution, classification, and making process as well as the recent trends and theories in lexicology and Bangla lexicography.

Course Content:

Topic	Required session(s)	CLOs	ARs
Nature of Lexicology: (1) definition (2) Word and lexeme (3) linguistic sign (4) scope (5) Relations between lexical items.	2	CLO1,	AR1, AR2, AR7 Debate, Quiz, Midterm
Lexical phonology, lexical morphology and lexical semantics	2	CLO1, CLO2	AR1, AR2, AR7 Debate, Quiz, Midterm, Assignment
Morphemes: free & bound, Lexical & grammatical, Allomorphs, suppletion etc	1	CLO1, COL3	AR1, AR2, AR7 Debate, Quiz
Lexical semantics- (1) Types of semantic relations, the meaning of a word: denotative and associative meanings (2) Historical semantics: changes in the meaning of words.	2	CLO1, CLO2, COL3	AR1, AR2, AR7 Debate, Quiz, Midterm, Assignment
Methods in lexicology (Polysemy, homonymy etc). Typology of naming units.	1	CLO1, CLO2, COL3, CLO4	AR1, AR2, AR7 Debate, Quiz, Midterm
The semantic structure of words: componental analysis & semantic features.	1	COL1, CLO2, COL3	AR1, AR2, AR7 Midterm
Word-formation: (1) basic word-formation processes in English (derivation, compounding, abtion, semantic shift, neologism, ambiguity) (2) minor word-formation processes in English.	2	CLO1 CLO2, COL3, CLO4 CLO5	AR1, AR2, AR7 Midterm, Assignment
Lexical borrowing, Variation in vocabulary choice. Formal & informal styles of speech	2	CLO1, CLO2, CLO4	AR1, AR2, AR7 Debate, Quiz, Midterm

Word classes in Mode in English- Paradigmatic & syntagmatic relation	1	CLO1, CLO2	AR1, AR2, AR7 Debate, Quiz
Words in context Words in mind, categorization & psychology.	2	CLO1, CLO2 COL3	AR1, AR2, AR7 Debate, Quiz
Phraseological units- Semantic classification, Structural classification, Parts of speech classification	1	CLO1, CLO2 COL3, CLO4 CLO5	AR1, AR2, AR7 Debate, Quiz
Nature of Lexicography: (1) History (2) Allied fields	1	CLO1	AR1, AR7 Quiz
Analysis of content- (1) Common characteristics of dictionary (2) Classification of dictionaries (bilingual, multilingual, thesauruses, glossaries, historical dictionary, Pictionary etc.) The encyclopedic dictionary	2	CLO1, COL3	AR1, AR2, AR7 Quiz, Midterm
Analysis of research methodology, Methods in Lexicography and Dictionary Research	2	CLO1, CLO3, CLO4	AR1, AR2, AR6, AR7 Assignment
Theory and practice in dictionary making- (1) Researching Lexicographical practice (2) Dictionary conceptualization (3) Designing the database (4) Describing the linguistic data (4)Dictionary writing system (5) Data access & presentation (6) Technical marks used in the dictionary.	2	CLO1, CLO3, CLO4 CLO5	AR1, AR2, AR6, AR7 Debate, Quiz, Midterm, Assignment
The process of lemmatization & Corpus linguistics	1	CLO1, CLO3, CLO4 CLO5	AR1, AR2, AR4 AR6, AR7 Debate, Quiz
Electronic dictionary, E-lexicography: applying new technology in dictionary making	2	CLO1, CLO3, CLO4 CLO5	AR1, AR2, AR4, AR6, AR7 Quiz, Assignment
Dictionary publishing management: Composing, editing, and publishing process	1	CLO1, CLO3	AR1, AR7, AR8 Assignment
History and tradition of Bangla lexicography: Beginning, nineteenth century and twentieth century and contribution & role of Bangla Academy	2	CLO1	AR1, AR7 Quiz

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

CLO1	Define the grammatical and technical concepts of Lexicology and Lexicography.
CLO2	Differentiate the knowledge of the main ideas of how the concept of Lexical units work and the relations of Linguistic signs, words and lexeme and the methods.
CLO3	Analyze the key issues of Lexical phonology, lexical morphology and lexical semantic structure, words in contexts etc. E-lexicography: applying new technology in dictionary making
CLO4	Apply Lexicographic application such as theory and practice in dictionary making, dictionary writing system, data access & presentation, analysis of content , common

	characteristics of dictionary, classification of dictionaries and how to create a dictionary.
CLO5	Evaluate lexicological theories, word formation process, word relations between lexical items, methods, structure of words, phraseological unit.

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	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
CLO3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CLO4			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CLO5			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO 1	Define the grammatical and technical concepts of Lexicology and Lexicography.	PLO1 PLO3 PLO5			N/A	AR1, AR2, AR7 Debate, Quiz, Midterm
CLO 2	Differentiate the knowledge of the main ideas of how the concept of Lexical units work and the relations of Linguistic signs, words & lexeme and the methods.	PLO1 PLO2 PLO5			N/A	AR1, AR2, AR7 Debate, Quiz, Midterm, Assignment
CLO 3	Analyze the key issues of Lexical phonology, lexical morphology & lexical semantic structure, words in contexts etc. E-lexicography:applying new technology in dictionary making	PLO2 PLO3 PLO5 PLO6	G11 G43 G44	PS8 PS12	N/A	AR1, AR2, AR6, AR7 Assignment
CLO 4	Apply Lexicographic applications such as theory and practice in dictionary making, dictionary writing system, data access & presentation, analysis of content, common characteristics of the dictionary, classification of dictionaries and how to create a dictionary.	PLO3 PLO4 PLO5 PLO6	G11 G43 G44	PS5	N/A	AR1,AR2, AR4,AR6, AR7, AR8 Quiz, Assignment
CLO 5	Evaluate lexicological theories, word formation process, word relations between lexical items, methods, the structure of words and phraseological unit.	PLO3 PLO4 PLO5 PLO6		PS8 PS10	N/A	AR1,AR2, AR4,AR6, AR7 Quiz, Assignment

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

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	<input checked="" type="checkbox"/>				

Learning Resources:

Text Books

1.Dzharasova, T. (2020) English Lexicology and Lexicography. Kazakh

2.Minaeva, L. (2007) English Lexicology and Lexicography. Астрель

Reference Books (Text Books)

1.Lipka, Leonhard (1992) The outline of English Lexicology. Tubingen.

2.Geeraerts, D. (2010) Theories of lexical semantics. Oxford university press

Other Resources (Online Resources or others)

E- Dictionaries.

Course Code: Ling.GEDC03 **Course Title:** Bangla (Literature)-1

ECredits: 4

Course Type: CC

Rationale of the Course: This course is designed to make the students familiar with some classic works of Bangla literature. The course teacher will select relevant and representational texts from Bangla literature. Through this course, students will study the brief history of Bangla literature as well as prominent literary works of different branches of this literature developed over time.

Course Content:

Topic	Required Session	CLOs	ARs
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বাংলা সাহিত্যের ইতিহাস: যুগবিভাগ	2	CLO1	AR1, AR7: Quiz, Midterm
বাংলা সাহিত্যের প্রাচীনযুগ • চর্যাপদ ও প্রাচীনযুগের অন্যান্য সাহিত্যকর্ম	2	CLO 1	AR1, AR7: Quiz, Midterm
চর্যাপদ • চর্যাপদ খুঁজে পাওয়ার ইতিহাস • চর্যাপদের পদ ও পদকর্তাগণ • চর্যাপদের ভাষাবিতর্ক • চর্যাপদে প্রাপ্ত সমাজের বিবরণ	6	CLO1, CLO2	AR1, AR7: Quiz, Midterm
অন্ধকারযুগ সম্পর্কিত মতসমূহ	2	CLO1	AR1, AR7: Quiz, Midterm
শ্রীকৃষ্ণকীর্তন • শ্রীকৃষ্ণকীর্তনের কাহিনি ও নির্বাচিত অংশসমূহ • শ্রীকৃষ্ণকীর্তনের সাহিত্যমূল্য	4	CLO2, CLO3, CLO4	AR1, AR7: Quiz, Midterm
বৈষ্ণব পদাবলি • শ্রীচৈতন্য: জীবন ও কর্ম • বৈষ্ণব সাহিত্যের গুরুত্বপূর্ণ কবি ও তাঁদের পদসমূহ	6	CLO2, CLO3, CLO4	AR1, AR7: Quiz, Midterm
মঙ্গলকাব্য • চণ্ডীমঙ্গল • মনসামঙ্গল • অনঙ্গদামঙ্গল	4	CLO2, CLO3, CLO4	AR1, AR7: Quiz, Midterm
অনুবাদ সাহিত্য • পৌরাণিক ধারা • রোমান্টিক প্রণয়োপাখ্যান	4	CLO2, CLO3, CLO4	AR1, AR7: Quiz, Midterm

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

CLO1	Outline the periods of Bangla literature, events in those periods and the valuable literary pieces of different periods
CLO2	Comprehend the complex relationship between human consciousness and reality in respect with literary tools.
CLO3	Analyze different forms of literature and the literary beauty and depth of apparently simple looking phrases
CLO4	Motivate themselves to interpret the world with a rational and liberal mindset

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		3			
CLO2			4	3		
CLO3		3	3	4		

CLO4				4	3	
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SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO 1	Outline the periods of Bangla literature, events in those periods and the valuable literary pieces of different periods	PLO1, PLO3	21,22	PS 4		AR1, AR7: Quiz, Midterm
CLO 2	Comprehend the complex relationship between human consciousness and reality in respect with literary tools	PLO3, PLO4	21,22	PS 5		AR1, AR7: Quiz, Midterm
CLO 3	Analyze different forms of literature and the literary beauty and depth of apparently simple looking phrases	PLO2, PLO3, PLO4	21,22, 23,44	PS 5		AR1, AR7: Quiz, Midterm
CLO 4	Bear motivation to interpret the world with a rational and liberal mindset	PLO4, PLO5	32,36	PS9, PS 10	SDG 4	AR1, AR7: Quiz, Midterm, Assignment

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"/>	<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

Reference Books (Text Books)

সৌরভ সিকদার; ২০০৪; বাংলা ভাষা ও সাহিত্যের ইতিহাস, ঢাকা, হাসি প্রকাশনী
 অতীন্দ্র মজুমদার ১৪০৬। মধ্যভারতীয় আধিভাষা ও সাহিত্য কলকাতা। নয়া প্রকাশ
 আহমদ শরীফ ১৩৮৫। বাঙালী ও বাংলা সাহিত্যের ইতিহাস। ঢাকা: বর্ণ মিছিল
 গোপাল হালদার ১৯৫৪। বাংলা সাহিত্যের রূপরেখা (১ম খণ্ড)। কলকাতা : অরুণা প্রকাশনী
 মুহম্মদ এনামুল হক। ১৯৯১। 'মুসলিম বাংলা-সাহিত্য', মুহম্মদ এনামুল হক রচনাবলী (১ম খণ্ড)।
 ঢাকা : বাংলা একাডেমী
 মুহম্মদ শহীদুল্লাহ। ১৯৯৮। বাঙ্গালা সাহিত্যের ইতিবৃত্ত। ঢাকা : মাওলা ব্রাদার্স

Other Resources (Online Resources or others)

নীলিমা ইব্রাহিমা ১৯৭২। বাংলা নাটক: উৎস ও ধারা। ঢাকা: নওরোজ কিতাবিস্তান
সুকুমার সেনা ১৯৭৫। বাঙ্গালা সাহিত্যের ইতিহাস (১ম, ২য় ও ৪র্থ খণ্ড)। কলকাতা : আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড

Course Code: Ling.UG2404

Course Title: Morphology-2

ECredits: 4

Course Type: CC

Rationale of the Course: This is an advanced introduction to the study of morphological systems – the systems responsible for determining the structures and patterns within words. We will address topics pertaining to how morphological structure is built, i.e., the atoms of and combinatorial principles governing morphologically complex objects. We will also take time to compare different theoretical approaches to morphology, especially from the point of view of the relation between syntax and morphology. After doing this, we will look at how morphology is taken to interact with phonological systems.

Course Content:

Topic	Required session(s)	CLOs	ARs
Intro to morpheme-based theories			
Hierarchical structure and headedness in morpheme-based theories			
Evaluation metrics: Empirical adequacy, parsimony, and restrictiveness			
Intro to word-based theories			
Evaluation metrics: Historical explanation and cognitive realism			
The lexicon: Words or morphemes?			
Blocking, competition, and derivational productivity			
Realizationalism and rule interactions			
Syncretism and underspecification			
Syncretism and referrals			
Tonal morphology and autosegmental theory			
Autosegmental theory and other non-concatenative processes			

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

CLO1	Be able to identify a typologically important range of morphological structures and phenomena.
CLO2	Be familiar with prominent theoretical approaches to morphology, especially Lexicalism and Constructionism and the differences between them.
CLO3	Become familiar with issues regarding the relation between syntactic and morphological structures.
CLO4	Be able to apply specific theoretical analyses to morphological data and explain how various data support different theoretical approaches.
CLO5	Undertake basic research in morphology and select primary sources to support this research.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

From Data to Theories by Fábregas and Scalise (2012)

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG2405 **Course Title:** Pragmatics **ECredits:** 4 **Course Type:** CC

Rationale of the Course:

Pragmatics is the scientific study of the practical aspects of communication in human behavior and thought, specifically the use of linguistic signs, words and sentences in actual situations. Our students will gain an understanding of how Pragmatics outlines the study of meaning within the context of interactions, beyond literal meanings. After completing the course, students will be able to learn how language is utilized as an instrument of communication and will gain an understanding of how Pragmatics acts as the foundation for all language interactions and contact.

Course Content:

Topic	Required session(s)	CLOs
An overview of scope, history, goals and contexts of pragmatic description.	3	CLO1, CLO2
Methods in pragmatics (data collection & analysis)	2	CLO1, CLO2, CLO3, CLO4
Pragmatics waste basket	1	CLO2
Micro-pragmatics, Macro-pragmatics (& cognition) and. Meta-pragmatics (society & culture)	2	CLO1, CLO3, CLO4
Politeness: theories & strategies.	3	CLO1, CLO3, CLO4, CLO5

Speech acts: views of J. L. Austin and J. R. Searle.	2	CLO1, CLO2, CLO3, CLO4, CLO5
Discourse analysis	2	CLO2, CLO3, CLO4, CLO5
Implicature, (conversational & conventional, lexica pragmatics)	2	CLO1, CLO3, CLO4
Presupposition, projection, common ground and context changing	1	CLO1, CLO3, CLO4
Analysis of Deixis	1	CLO1, CLO3
Tautology: grammar, rhetoric and logic	1	CLO1, CLO3
Metaphors and conceptual structures	1	CLO1, CLO3, CLO4
Reference: Information Structure	1	CLO2, CLO3
Interaction strategies in pragmatics	1	CLO2, CLO3, CLO4
Relevance & conversation	1	CLO2, CLO3
Situational contexts in the Interpretation of Situation-Bound Utterances	1	CLO2, CLO3, CLO4, CLO5
Conversational structure	1	CLO2, CLO3, CLO4
Nonverbal communication	1	CLO1, CLO3, CLO4, CLO5
Cross culture pragmatics	1	CLO2, CLO3, CLO4, CLO5
Semantics & pragmatics	1	CLO2, CLO3, CLO5
Semiotics and pragmatics	1	CLO2, CLO3, CLO5

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

CLO1	Define the concepts of Pragmatics as the study of contextualized meaning in Linguistics. Compile information through observation to clarify and establish how the context attaches meaning.
CLO2	Acquire knowledge of the relationship between language and meaning at the word, sentence and utterance level.
CLO3	Make use of the framework of pragmatic research to evaluate communicative strategies and draw findings about language and communication.
CLO4	Adapt knowledge of pragmatics critically and effectively to describe a problem and identify means to solve it with a special focus on selecting appropriate methods and tools in formulating research questions and testing research hypotheses.
CLO5	Connects the key ideas in pragmatics and associated fields of linguistics (sociopragmatics, sociolinguistics, discourse analysis, semantics and semiotics) within given data.

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	☑			☑	☑	☑
CLO2	☑		☑	☑		☑
CLO3		☑	☑	☑		
CLO4			☑	☑	☑	☑

CLO5		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define the concepts of Pragmatics as the study of contextualized meaning in Linguistics. Compile information through observation to clarify and establish how the context attaches meaning.	PLO1 PLO4 PLO5 PLO6	GS2 1 GS2 2	PS5	N/A	AR1, AR3, AR4, AR6, AR7, AR8
CLO2	Acquire knowledge of the relationship between language and meaning at the word, sentence and utterance level.	PLO1 PLO3 PLO4 PLO6	GS2 1 GS4 4	PS5 PS8	N/A	AR1, AR2, AR7
CLO3	Make use of the framework of pragmatic research to evaluate communicative strategies and draw findings about language and communication.	PLO2 PLO3 PLO4 PLO6	GS4 4	PS5 PS8 PS 10	N/A	AR1, AR2, AR3, AR4, AR5, AR6, AR7, AR8
CLO4	Adapt knowledge of pragmatics critically and effectively to describe a problem and identify means to solve it with a special focus on selecting appropriate methods and tools in formulating research questions and testing research hypotheses.	PLO3 PLO4 PLO5 PLO6	GS4 3 GS4 4	PS3 PS5 PS7 PS8	N/A	AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9
CLO5	Connects the key ideas in pragmatics and associated fields of linguistics (sociopragmatics, sociolinguistics, discourse analysis, semantics and semiotics) within given data.	PLO2 PLO3 PLO4 PLO5 PLO6	GS3 1 GS4 2 GS4 3 GS4 4	PS3 PS7 PS8	N/A	AR2, AR3, AR4, AR5, AR6, AR7, AR8, AR9

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"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Create		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>				

Learning Resources:

Text Books	Yule, George. (1996). <i>Pragmatics</i> . London: Oxford University Press. Levinson, Stephen. C. (1983). <i>Pragmatics</i> . Cambridge: Cambridge University Press.
Reference Books (Text Books)	Leech, Geoffrey.(1983). <i>Principles of Pragmatics</i> . London: Longman <i>Huang, Y. (2017).The Oxford Handbook of Pragmatics (edt).</i> Oxford press.
Other Resources (Online Resources or others)	

Course Code: Ling. UG2406 **Course Title:** Educational linguistics **ECredit:** 4
Course Type : CC

Rationale of the Course: This course investigates the role language plays in the educational management of a state. The design of this course focuses on the educational aspects of multilingual communities and trains student to be skilled in managing multilingual classrooms. This course also supports the learners to learn and practice second language teaching and learning techniques.

Course Content:

Topic	Required Session	CLOs	ARs
Scope of Educational linguistics	1	CLO1	AR1, AR7: Quiz, Midterm
Language and Identity	2	CLO 1	AR1, AR7: Quiz, Midterm

First and Second Language acquisition theories	2	CLO2	AR1, AR7: Quiz, Midterm
Bi/multilingualism and Cognition	2	CLO2	AR1, AR7: Quiz, Midterm
Multilingual Education <ul style="list-style-type: none"> Formulating Policy Effectiveness of Multilingual Education Language Allocation in the multilingual education 	4	CLO3, CLO4, CLO6	AR1, AR7: Quiz, Midterm
Learning a Second language <ul style="list-style-type: none"> Pronunciation Vocabulary Grammar Discourse 	4	CLO2, CLO5	AR1, AR7: Quiz, Midterm
Approaches, Methods, Procedures and Techniques <ul style="list-style-type: none"> Communicative Language Teaching Task-based learning Cooperative learning Problem based learning 	2	CLO2, CLO5, CLO6	AR1, AR7: Quiz, Midterm
Computer Assisted language Learning	2	CLO2, CLO5	AR1, AR7: Quiz, Midterm
Language Assessment	2	CLO2, CLO5	AR1, AR7: Quiz, Midterm
Syllabus and curriculum Design	3	CLO2, CLO5, CLO6	AR1, AR7: Quiz, Midterm
Educational Language management in Bangladesh	1	CLO5, CLO6	AR1, AR7: Quiz, Midterm

Course Learning Outcomes (CLOs):

After successful completion of the course, the students will be able to:

CLO1	Interpret the multi-faceted nature of issues regarding language / Interpret the multi-faceted nature and basic concepts of language teaching research and demonstrate appropriate language pedagogical knowledge regarding language
CLO2	Equip themselves with the theoretical knowledge of language learning and teaching and apply their skill to develop the local language classroom settings.
CLO3	Understand key issues in multilingual education and can apply their knowledge to identify existing crises in the relevant sector
CLO4	Reflect their knowledge on existing educational policies and create further dimension in policies to address the ongoing linguistic situation in a better way /
CLO5	Make connections between theories for real-life practice and draw the strength and weakness of those theories to interpret the local language situation.

CLO6	Design own research projects and carry on relevant exploration and also will be able to apply pre-existing knowledge to formulate solutions to the addressed problems. / Students will be able to analyze materials and assessments for their applicability of language learning to describe data using constructive interaction with other diverse backgrounds, ethical conduct, evidence- based practice; and write research papers in professional format
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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	4	
CLO6						4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		Programme Learning Outcomes	Generic Skills	Professional Skills		
CLO1		PLO1, PLO3	21,22	PS 4		AR1, AR7: Quiz, Midterm
CLO2		PLO1, PLO3, PLO4	23	PS 5		AR1, AR7: Quiz, Midterm
CLO3		PLO2, PLO3, PLO4	21,22,23	PS 5		AR1, AR7: Quiz, Midterm
CLO4		PLO4, PLO5	44	PS 10	SDG 4	AR1, AR7: Quiz, Midterm, Assignment
CLO5		PLO4, PLO5,PLO6	42	PS 7	SDG 4	AR1, AR7: Quiz, Assignment, Final
CLO6		PLO4, PLO6	43	PS 10		AR1: Quiz, Final Exam

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG2407 **Course Title:** Modern Schools of Linguistic Thought **ECredits:** 4

Course Type: CC

Rationale of the Course: This course provides a critical survey of the philosophy and development of language study and analysis across time and space starting with ancient Greece and Rome, and moving on to medieval Europe, the Renaissance and the present century. It will focus on the different school of linguistics comprising descriptive and structural linguistics, Functional Linguistics, Chomskian generative linguistics, and the London school of linguistics. It will also focus on the contributions of Saussure, Sapir, Whorf., Hjelmslev, Lamb, and Halliday.

Course Content:

Topic	Required session(s)	CLOs	Ars

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

CLO1	relate theoretical concepts to concrete experience;
CLO2	select and synthesise the main points of information, or of an argument, from the course's variety of sources;
CLO3	exercise critical judgement about sources of evidence;
CLO4	evaluating philosophical, social, political and ethical issues related to language use.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: **Ling. GEDN01** Course Title: **Professional Ethics, Leadership and Communication Development**

Course Type: **GED**

Rationale of the Course:

The course will help the students learn more about ethics and moral reasoning by looking at different theoretical approaches to ethics and having the students think carefully and methodically about the moral experiences that make up so much of everyday life. One of the emphasised areas of this course is to look at where moral ideas come from in our culture, society, religion, personal experiences, and the way we relate to nature. So, it approaches the study of ethics from the bottom up, from the more concrete to the more abstract, and then back to the concrete and urgent concerns of applied ethics in our world.

Other crucial areas of the course are the practice of leadership as a process rather than a position, public speaking and interpersonal communication, which make the learners confident to know who they are, what they want to say, how they are going to say it, who they want to say it to, and why they should say anything at all. This course will prepare the students to interact effectively in academic and formal contexts. The course offers students a high standard of moral values and at the same time it provides students with essential soft skills set to work cohesively with the team as a team player and will add value to their professional field.

Course Content:
Professional Ethics

Topic	Required session(s)	CLOs
Nature of ethics and moral reasoning: definitions, scope, and relevance of ethics (ethics and the problem of how to live well, ethics as rational inquiry, ethical and other types of evaluation),	4	CLO1
Basic questions and problems of ethics (norms, good and right action, virtue, character, value, duty and obligation),	3	CLO1
Nature of moral reasoning (moral reasoning, moral reasons, challenges to the study of ethics and moral reasoning);	2	CLO3, CLO4
Necessary conditions for morality (freedom, obligation),	2	CLO3, CLO4
Reasoning and critical thinking;	3	CLO3
Argument and fallacies;	3	CLO3, CLO4, CLO5
Ethical theories and principles;	3	CLO2
Models of ethical decision making;	2	CLO2, CLO4
Ethical Issues in academia and other professions.	2	CLO4, CLO

Leadership and Communication Development

Leadership and personal values;	2	CLO5
Group problem solving; leadership styles;	3	CLO5
Developing groups; decision making	3	CLO5
Speaking in public, public speaking as a communication, process ethics and public speaking	6	CLO5
Listening, selecting a topic and a purpose	2	CLO2, CLO5
Analysing the audience	2	CLO5

Gathering materials, supporting your ideas, organising the body, beginning, and ending of the speech, outlining the speech	4	CLO3, CLO5
Using visual aids	2	CLO5
Speaking to inform	3	CLO5

Course Learning Outcomes (CLOs): Upon successful completion of this course, students will be able to:

CLO1	Define the nature and scope of morality and ethics.
CLO2	Differentiate among traditional ethical theories.
CLO3	Interpret philosophical thought through critical thinking.
CLO4	Apply the concepts of ethical and moral reasoning to contemporary issues.
CLO5	Determine their own ethical perspectives through personal reflection.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

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

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define the nature and scope of morality and ethics.	PLO5				AR1, AR2, AR7: Quiz, Debate Midterm
CLO2	Differentiate among traditional ethical theories.	PLO4		PS5		AR1, AR2, AR7: Quiz, Debate Midterm
CLO3	Interpret philosophical thought through critical thinking.	PLO3		PS7		AR1, AR2, AR7: Quiz, Debate Midterm
CLO4	Apply the concepts of ethical and moral reasoning to contemporary issues.	PLO4	GS36	PS6 PS7	SDG3. SDG16	AR1, AR2, AR7: Quiz, Debate Midterm

CLO5	Determine their own ethical perspectives through personal reflection.	PLO5	GS33	PS6 PS7	SDG3. SDG16	AR1, AR2, AR7: Quiz, Debate 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					
Understand					
Apply					
Analyse					
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember					
Understand					
Apply					
Analyse					
Evaluate					
Create					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

1. Driver, J. (2007). *Ethics: The Fundamentals*. Blackwell
2. Blackburn, S. (2001) *Being good: An introduction to ethics*, Oxford University Press
3. Thames, B. (2018). *How should one live? An introduction to ethics and moral reasoning* (3rd ed.).
4. Singer, P. (2011). *Practical ethics*. Cambridge University Press

Course Content:

Course Learning Outcomes (CLOs): Students will be able to achieve the following learning outcomes at the end of the course:

CLO1	Developed leadership as a learnable process of creating positive change by engaging critically with readings, discussions, and activities;
CLO2	Enhanced skills in creating public speeches through correct organisation and outlining;
CLO3	Effective oral communication skills in academic or formal speaking context;

CLO4	Understanding of the role of communication in interpersonal relationships;
CLO5	Confidence and competence in delivering and communicating information clearly and effectively in spoken form.

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		3			4	
CLO3			3		4	
CLO4					4	
CLO5					4	

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Developed leadership as a learnable process of creating positive change by engaging critically with readings, discussions, and activities;	PLO5	GS32			AR1, AR2, AR7: Quiz, Debate Midterm
CLO2	Enhanced skills in creating speeches through correct organisation and outlining;	PLO5, PLO2	GS21 GS22			AR1, AR2, AR7: Quiz, Debate Midterm
CLO3	Effective oral communication skills in academic or formal speaking context;	PLO5, PLO3	GS22 GS23		SDG4	AR1, AR2, AR7: Quiz, Debate Midterm
CLO4	Understanding of the role of communication in interpersonal relationships;	PLO5	GS22 GS23		SDG17	AR1, AR2, AR7: Quiz, Debate Midterm
CLO5	Confidence and competence in delivering and communicating information clearly and effectively in spoken form.	PLO5	GS22 GS23		SDG4	AR1, AR2, AR7: Quiz, Debate Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Quiz	Assignment	Reflection	Midterm Exam	Presentation
Remember	■			■	
Understand	■	■	■	■	■
Apply		■			■
Analyse					■
Evaluate					
Create					

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	■				
Understand	■				
Apply	■				
Analyse	■				
Evaluate					
Create					

Learning Resources:

Text Books

Northouse, P. G. (2014). Introduction to Leadership: Concepts and Practice (3rd ed.). SAGE ISBN: 978-1-4522-5966-6
 Lucas, Stephen E. The Art of Public Speaking. 12th ed. McGraw-Hill, 2015

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling. UG3501**Course Title:** Phonetics-2**ECredits:** 4**Course Type:** CC**Rationale of the Course:**

This course will provide students with a deeper understanding of the physical and acoustic properties of speech sounds, as well as their phonological and perceptual aspects. It will provide students with the skills to design and conduct experiments in phonetics, analyse data using statistical methods, and report findings in a clear and concise manner. The aim of the course is to help students analyse the physics of the acoustic signal of speech sounds and explore the theoretical models of how the auditory signal is received and processed. It provides students with a deep understanding of speech sounds and their properties, promotes cross-linguistic comparison, develops research skills, and has practical applications in several fields, including language teaching, speech therapy and speech technology.

Course Content:

Topic	Required session(s)	CLOs
Acoustic Phonetics: Frequency, wavelength, amplitude, period, oscillation	2	
Acoustic Phonetics: Fourier analysis, formant, resonance	2	
Acoustic Phonetics: Making a formant chart of Bangla vowel, spectrographic reading of duration, voicing, aspiration, friction and affrication	4	
Practical work: Analysing speech sounds in PRAAT	5	
Auditory Phonetics: Structure and function of human ear, locus principles, categorical perception, pitch vs tone, loudness Vs amplitude, sonority hierarchy	2	
Generative Phonetics: Process, laws, discipline feature	2	

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

CLO1	Analyse and describe the acoustic properties of speech sounds, including their frequency, duration, and amplitude.
CLO2	Analyse and compare speech sounds across languages and dialects, identifying similarities and differences in their articulatory and acoustic properties.
CLO3	Develop a deep understanding of phonological processes such as assimilation, deletion, and metathesis, and how they are manifested in speech production.
CLO4	Construct experiments in phonetics, analysing data using PRAAT with appropriate statistical methods, and report findings in a clear and concise manner.
CLO5	Interpret advanced topics in phonetics, such as the phonetics of prosody, speech perception, and experimental phonetics.

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		4	3		
CLO2	3	4	3	3		
CLO3	3		3	4		2
CLO4	3	3	3	4	3	3

CLO5	4			3		3
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SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Analyse and describe the acoustic properties of speech sounds, including their frequency, duration, and amplitude.	PLO1, PLO3, PLO4		PS5		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Examine and compare speech sounds across languages and dialects, identifying similarities and differences in their articulatory and acoustic properties.	PLO1, PLO2, PLO3, PLO4		PS8		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO3	Develop a deep understanding of phonological processes such as assimilation, deletion, and metathesis, and how they are manifested in speech production.	PLO1, PLO3, PLO4, PLO6				AR1, AR2, AR7: Quiz, Debate, Midterm
CLO4	Construct experiments in phonetics, analysing data using PRAAT with appropriate statistical methods, and report findings in a clear and concise manner.	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6	GS43, GS44	PS9	SDG17	AR1, AR2, AR4, AR7: Quiz, Debate, Computation, Operating Software
CLO5	Interpret advanced topics in phonetics, such as the phonetics of prosody, speech perception, and experimental phonetics.	PLO1, PLO4, PLO6		PS5		AR1, AR2, AR7: Quiz, Debate, 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"/>

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

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:

Textbooks

Ladefoged, P. (1962). *Elements of Acoustic Phonetics*. Chicago: The Chicago University Press

Reference Books (Textbooks)

Crystal, David. (1971). *Linguistics*. Harmondsworth: Penguin Books
 Trask, R.L. (1997). *A Dictionary of Phonetics and Phonology*. UK: Routledge.
 Napoli, Donna Jo. (1996). *Linguistics: An Introduction*. London: Oxford University Press
 Mike, Davenport, et al. (1998). *Introducing Phonetics and Phonology*. London: Arnold.
 Heffner, R. M. S. (1952). *General Phonetics*. Madison: The University of Wisconsin Press
 Johnson, K. (2011). *Acoustic and auditory phonetics*. UK: John Wiley & Sons.
 হাই, মুহম্মদ আবদুল। (১৯৬৭)। *ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব*। ঢাকা, বাংলাদেশ: মল্লিক ব্রাদার্স।
 হক, মহাম্মদ দানীউল। (২০১৩)। *ভাষাবিজ্ঞানের কথা*। ঢাকা, বাংলাদেশ: মাওলা ব্রাদার্স।

Other Resources (Online Resources or others)

For PRAAT downloads and tutorial:
<https://www.fon.hum.uva.nl/praat/>

PRAAT tutorial playlist:
https://www.youtube.com/watch?v=fj1FNOzfdPo&list=PLsDbiNDb7F2ayuCj-eZaokYiu1wd5ROwu&ab_channel=LinguistiklaborAlbert-Ludwigs-Universit%C3%A4tFreiburg

Course Code: Ling.UG3502 **Course Title:** Sign language and nonverbal communication
aECredits: 4

Course Type: CC

Rationale of the Course:

The objective of this course is to familiarize students with the structure, linguistic analysis, types, origins, and development of sign languages used around the world. The students in this course will also learn enough about the sign language that is used in Bengali-speaking regions and how it differs from other well-known sign languages around the world. This course also offers a study of nonverbal communication theory and research. Developing a critical awareness of our own and other people's nonverbal actions in a variety of social, political, cultural, and professional situations is essential for developing full communicative competence. After completing the course, students will be able to recognize how vocal tone, bodily movement, physical appearance, touch, and physical surroundings all impact the meanings we infer for ourselves and others. And how the elements are used to control a conversation's pace, preserve interpersonal bonds, and even exert societal influence and the impact of cultural effects and context-based communication.

Course Content:

Topic	Required session(s)	CLOs
Sign language: Origin and development	1	CLO1
Types of sign languages	1	CLO1
Sign languages of the world: a. American sign language, b. British sign language c. Sign languages of Indian subcontinent	2	CLO1
Sign language of Bangladesh: Origin, development and characteristics	2	CLO1
Grammar & Grammatical categories of sign language a. Phonology b. Morphology c. Syntax	5	CLO1 CLO2
Sign parameter	1	CLO2
Sign notation	1	CLO2
Comparison between sign language & spoken language	1	CLO3
Sign language acquisition	1	CLO3
Sign language: sociolinguistics	1	CLO3
Sign language: psycholinguistics	1	CLO3
Define nonverbal communication. Principles of nonverbal communication.	1	CLO4
Fundamental theories, methods & types of nonverbal communication.	2	CLO4

Verbal & nonverbal communication: relation, compare and contrast	2	CLO4 CLO5
Communicating an Environment: the ability to send and receive nonverbal signals.	1	CLO4 CLO5 CLO6
Territory and personal space, touch, daily interaction, formal-informal contexts	1	CLO4 CLO5
Physical characteristics and Human Communication a)facial behavior b) eye gaze c) hand movement d) leg movement e) body movement gesture and posture	2	CLO4 CLO5
Cognition a)smell b)taste c)color	1	CLO4 CLO5 CLO6
Semantic approach Semiotic approach Pragmatic impact on nonverbal communication	3	CLO4 CLO5 CLO6
Artifacts (Clothing, personal belongings, hair, tattoo, the concept of fashion beauty etc.) Chronemics Vocalics	1	CLO5 CLO6
Culture and nonverbal communication (variations, cases and the affects)	2	CLO5 CLO6
Social gender in nonverbal communication	1	CLO5 CLO6

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

CLO1	Demonstrate a wide perspective of the sign languages of the world especially illustrating the sign languages of Bangladesh and neighboring regions. Gather ideas of hearing-impaired community and their way of communication
CLO2	Summarize, synthesize and analyze sign language linguistically.
CLO3	Create reasoned ethical judgments, showing awareness of multiple value systems.
CLO4	Demonstrate the fundamental theories and studies of nonverbal communication. Accurately encode and apply nonverbal cues to effectively interact with a variety of communicators in a variety of contexts.
CLO5	Analyze a situation, pinpoint the nonverbal cues being used, and explain how to reroute or remedy the circumstance with examples.
CLO6	Investigate & Evaluate the impact social & cultural as well as gender differences may have on communication and how to redirect the situation.

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	☑				☑	
CLO2		☑	☑		☑	☑

CLO3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
CLO4	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
CLO5	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Demonstrate a wide perspective of the sign languages of the world especially illustrating the sign languages of Bangladesh and neighboring regions. Gather ideas of hearing-impaired community and their way of communication	PLO1 PLO5	GS 12	PS 1	SDG 4	AR1, AR6
CLO2	Summarize, Synthesize and Analyze ideas about sign language linguistically (phonology, morphology, syntax).	PLO2 PLO3 PLO5 PLO6	GS 44	PS 5	N/A	AR3, AR4, AR5, AR7
CLO3	Create reasoned ethical judgments, showing awareness of multiple value systems.	PLO1 PLO3 PLO4	GS 33 35	PS 10		AR3, AR5, AR7, AR8, AR9
CLO4	Describe the fundamental theories and studies of nonverbal communication. Accurately encode nonverbal cues to effectively interact with a variety of communicators in a variety of contexts.	PLO1 PLO3 PLO4	GS 37	PS 4	N/A	AR1, AR2, AR7
CLO5	Analyze a situation, pinpoint the nonverbal cues being used, and explain how to reroute or remedy the circumstance with examples.	PLO1 PLO4 PLO5 PLO6	GS 42 43	PS 5	SDG 10	AR2, AR3, AR4, AR5 AR7
CLO6	Investigate & Evaluate the impact social & cultural as well as gender differences may have on communication and how to redirect the situation.	PLO2 PLO3 PLO4 PLO6	GS 36 44	PS 3	SDG 5	AR2, AR6, AR7, AR8, AR9

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"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Create		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

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	<input checked="" type="checkbox"/>				

Learning Resources:

Text Books

Klima, E. & Bellugi, U. (1979). *The Signs of Language*. New York: Harvard University Press.
 Moore, Nina-Jo. Hickson, M. Stack, D. (2010) *Nonverbal communication*. Oxford University Press.

Reference Books (Text Books)

Klima, E. & Bellugi, U. (1979). *The Signs of Language*. New York: Harvard University Press.
 Hecht, M (1999) *The Nonverbal Communication Reader: Classic and Contemporary Readings*. Waveland Pr Inc.
 DeVito, J.(2013) *The Nonverbal Communication Book*. Kendall Hunt Publishing.

Other Resources (Online Resources or others)

Course Code: Ling.UG3503 **Course Title:** Semiotics and Communication Studies **ECredits:** 4

Course Type: CC

Rationale of the Course: The course will help the students learn more about signs and sign systems, as well as their relationships with language in culture and society. Students' knowledge base of case studies, exemplars, and showing semiotic theories, principles, and practices will be expanded by acquiring basic vocabularies and semiotic ideas. The course looks at semiotics as communication science by analysing signs, logos, gestures and other linguistic and non-linguistic modes and models of communication carefully. It also considers the importance of the New Media, particularly the internet, in the reinventions and repurposing of signs, as well as the signs of power and the power of signs in social activity. Understanding how people construct meaning in their societies beyond the scope of language will be a central theme throughout the semester. At the end of the course, students should be familiar with the context of semiotics as it relates to philosophy, linguistics, and contemporary critical theory, and be capable of applying semiotics as a core design problem-solving skill.

Course Content:

SL.No	Topic	Required	CLOs	ARs
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.		session(s)		
1.	Semiotics: definitions, classes of signs, scope, applications and sub-fields of semiotics;	3	CLO1, CLO2	AR1,AR7: Quiz, Midterm
2.	Historical perspectives;	2	CLO1, CLO3, CLO4	AR1, AR6:Quiz, Assignment
3.	Domains of meaning: syntax, semantics and pragmatics;	1	CLO1 CLO4	AR1,AR7: Quiz, Midterm
4.	Semiotics as communication science	3	CLO3,CLO4	AR2, AR7:Debate, Midterm
5.	Relationship of linguistics (along with language and culture) to semiotics;	1	CLO4	AR1,AR7: Quiz, Midterm
6.	Major school of thoughts	4	CLO3, CLO4, CLO5	AR2, Ar7:Debate, Midterm
7.	Cultural conventions	1	CLO5	AR1, AR7:Quiz, Midterm
8.	Text	2	CLO4, CLO5	AR1, AR7:Quiz, Midterm
9.	Myth	2	CLO4, CLO5	AR1, AR7:Quiz, Midterm
10.	Semiotic analysis	2	CLO5	AR1, AR9:Quiz, Presentations

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

CLO1	Define the nature and scope of semiotics.
CLO2	Classify signs, codes and identify the process of signification in order to analyse structures and cultural texts.
CLO3	Build a foundation in theory and principles that will lead to infer the methodological potentials of semiotics.
CLO4	Recognize and describe different types of semiotic aspects of linguistic and social phenomena and critically compare the similarities and differences.
CLO5	Explore the signals and sign systems, both linguistic and nonlinguistic, that facilitate the development of semiotic modalities and aid in communication.

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	2	NC	NC	3	NC
CLO2	4	NC	2	3	NC	NC
CLO3	4	NC	2	4	NC	NC
CLO4	3	2	NC	3	NC	NC
CLO5	2	2	4	3	NC	NC

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define the nature and scope of semiotics.	PLO1 PLO5	GS 21,22	PS1		AR1,AR7: Quiz, Midterm
CLO2	Classify signs, codes and identify the process of signification in order to analyse structures and cultural texts.	PLO1	GS21, 22, 43	PS2		AR1,AR7: Quiz, Midterm
CLO3	Build a foundation in theory and principles that will lead to infer the methodological potentials of semiotics.	PLO1, PLO4	GS43	PS5		AR1, AR2, Ar7: Quiz, Debate, Midterm
CLO4	Recognize and describe different types of semiotic aspects of linguistic and social phenomena and critically compare the similarities and differences.	PLO1, PLO4	GS42	PS5		AR1, AR7:Quiz, Midterm
CLO5	Explore the signals and sign systems, both linguistic and nonlinguistic, that facilitate the development of semiotic modalities and aid in communication.	PLO3	GS 42, 43	PS7		AR7, AR9:Midterm, Presentations

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
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

- 1) Winfred, Noth.(1990). *Handbook of Semiotics*.USA: Indiana University Press.
- 2) Chandler, Daniel. (2017). *Semiotics: The Basics*.UK: Routledge.

Reference Books (Text Books)

- 1) Cobley, P & Jansz, L. (1997). *Semiotics for Beginners*. Cambridge: Icon Books
- 2) Merret, Floyd. (1997). *Signs: An Introduction to Semiotics*. Toronto: University of Toronto Press

Other Resources (Online Resources or others)

Course Code: Ling. UG3504 **Course Title:** Sociolinguistics **ECredits:** 4

Course Type: CC

Rationale of the Course: This course is designed to give the students information of language in relation to society. In this course, the students will learn the techniques about social attitudes to language, function of language in society, language variations, language problems and sociolinguistic research.

Course Content:

Topic	Required session(s)	CLOs
Scope, nature, origin and development, classification, importance of sociolinguistics	3	CLO1
Language and various social phenomena: social class, gender, religion, state;	5	CLO2 CLO4

Language variations: Dialect, sociolect, register, diglossia, idiolect, pidgin and creole;	7	CLO3 CLO4
Bilingualism and multilingualism	2	CLO2
Code switching and code-mixing	2	CLO1
Language attitude: maintenance and shift	2	CLO1
Language problems and language minorities	1	CLO2 CLO3
Language endangerment and death	1	CLO2
Language of the underworld	1	CLO2, CLO3
Some major researchers in Sociolinguistics: William Labov, Bernstine, Sapir-Whorf Hypothesis, and recent trends in Sociolinguistics	5	CLO4, CLO5
Sociolinguistics research in Bangladesh	1	CLO4, CLO5

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

CLO1	describe how speaker's choice of language is influenced by the society and vice-versa
CLO2	understand the complex stratified network among speakers that determines who speaks what to whom
CLO3	analyze language variation across regional and social axis
CLO4	establish connection between theories to explain the linguistic situation of Bangladesh
CLO5	arrange research questions and relevant data to explain intricacies regarding the language choice of Bangladeshi speakers.

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

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	describe how speaker's choice of language is influenced by the society and vice-versa	PLO1	21,22			AR1, AR2, AR7, Quiz, Midterm
CLO2	understand the complex stratified network among speakers that determines who speaks what to whom	PLO3	21,22,23	PS5		AR1, AR2, AR7, Quiz, Midterm
CLO3	analyze language variation across regional and social axis	PLO2, PLO4	42	PS4	SDG4	AR1, AR2, AR7, Quiz, Midterm
CLO4	establish connection between theories to explain the linguistic situation of Bangladesh	PLO5	42,43	PS5	SDG4	AR1, AR2, AR7, Quiz, Midterm
CLO5	arrange research questions and relevant data to explain intricacies regarding the language choice of Bangladeshi speakers	PLO6	43,44	PS7, PS10		AR1, AR2, AR7, Quiz, 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"/>	<input checked="" type="checkbox"/>
Evaluate				<input checked="" type="checkbox"/>	
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

Wardhaugh, R. (1998). *An Introduction to Sociolinguistics*. Oxford: Blackwell publishers Ltd.

Reference Books (Text Books)

Bright, W. E., & Coulmas, F. (1998). *Handbook of Sociolinguistics*. Cambridge: Cambridge University Press.

Chambers, J. K., Trudgill, P., & Schilling-Estes, N. (Eds.). (2002). *The handbook of language variation and change*. Oxford: Blackwell.

Crystal, D. (2007). *How language works*. UK: Penguin Books Ltd.

Holmes, J. (2013). *An Introduction to Sociolinguistics*. UK: Routledge.

Labov, W. (1972). *Sociolinguistics Pattern*. Philadelphia: Philadelphia University Press.

Labov, W. (1966). The social stratification of English in New York city. Washington DC: Center for Applied Linguistics.

Pride, J.B. and J.H. Holmes (Ed.). (1972). *Sociolinguistics: Selected Readings*. London: Penguin Books

Wardhaugh, R. (1998). *An Introduction to Sociolinguistics*. Oxford: Blackwell publishers Ltd.

Other Resources (Online Resources or others)

Course Code: Ling.GEDC04 **Course Title:** Introduction to Statistics

ECredits: 4

Course Type: GED

Rationale of the Course: It is an introductory course that assumes no prior knowledge of statistics but does assume some knowledge of high school algebra. Basic statistical concepts and methods are presented in a manner that emphasizes understanding the principles of data collection and analysis rather than theory. Much of the course will be devoted to discussions of how statistics is commonly used in the real world.

Course Content:

Topic	Required session(s)	CLOs	ARs
As in old curriculum			

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

CLO1	Understand the main features of traditional and modern statistics.
CLO2	Learn how to analyze statistical data properly.
CLO3	Determine the role of formal statistical theory and informal data analytic methods.
CLO4	Gain an understanding of statistical methods relevant to upper division interdisciplinary courses.
CLO5	Sharpen students statistical intuition and abstract reasoning as well as their reasoning from numerical data through community-based and other research.
CLO6	Enhance students' critical thinking in domains involving judgments based on data and stimulate the type of independent thinking requiring research

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.GEDC5

Course Title: General Mathematics

ECredits: 4

Course Type: GED

Rationale of the Course: The goal of the course is to strengthen students' math background in the areas most widely relevant to linguistic theorizing: linguists in all subfields are concerned with "structures" and their formal properties. "Structures" are in general algebras; "theorizing" generally involves positing axioms (in some logic) and studying properties of the models that satisfy those axioms (this is what model theory is about). The algebraic notions of isomorphism and homomorphism formalize the notion of "same structure". Other basic background notions include elementary set theory and first-order logic.

Course Content:

Topic	Required session(s)	CLOs	ARs
Basic notions of set theory.			
Intro to algebra			
Logic and formal systems			
Model theory. Consistency, independence, completeness, categoricity of axiom systems			

Peano's axioms and proof by induction			
More algebra: groups, semigroups, monoids, concatenation, strings			
Automata theory and formal grammars			
Algebraic perspectives on grammars. Grammars as generating systems, tree-checking systems, other perspectives. Grammars of grammars. Volodja's "neighborhood grammars"			
modelling OT using finite transducers			
Dynamic logic.			

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

CLO1	factorise, expand and simplify algebraic expressions including monic quadratic expressions and using a variety of strategies
CLO2	apply the four operations to simple algebraic fractions with numerical denominators
CLO3	substitute values into formulas to determine an unknown
CLO4	solve problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling. GEDN02 **Course Title:** A Modern Language**ECredits:** 0**Course Type:** GED**Rationale of the Course:****Course Content:** TBA

Topic	Required session(s)	CLOs	ARs

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

CLO1	
CLO2	
CLO3	
CLO4	

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					
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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

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG3605

Course Title: Phonology-2

ECredits: 4

Course Type: CC

Rationale of the Course:

This course offers an intensive study of phonological theory and analysis, following the introduction offered in Ling UG1203. Both rule-based and constraint-based approaches will be introduced. The course will explore the typology of phonological properties and processes (assimilation and dissimilation, vowel and consonant harmony, tonal processes, syllable structure, stress), with examples from geographically, typologically, and genetically diverse languages. The focus will be both on description and theory.

Course Content:

Topic	Required session(s)	CLOs
Phonological alternations, distributions and features	2	CLO1, CLO2
Rule-based approach	2	CLO1, CLO2
syllabification, deletion, epenthesis, alignment, sentence phonology	5	CLO3
Optimality Theory (OT): Basic concepts	2	CLO1
The architecture of OT	2	CLO1, CLO2
Markedness and faithfulness	2	CLO2
Factorial typology	2	CLO3, CLO4

Typological structures of changes	3	CLO3, CLO4
Syllable structure economy	2	CLO3, CLO4
Metrical structure and parallelism	2	CLO3, CLO4
Output-to-output correspondence	2	CLO3, CLO4
Opacity	2	CLO3, CLO4

Course Learning Outcomes (CLOs): Students have achieved the following learning outcomes at the end of the course the students will be able to:

CLO1	Identify and analyse a range of different phonological processes;
CLO2	Examine different phonological theories;
CLO3	Develop methodological expertise that allows them to investigate phonological variations critically;
CLO4	Evaluate competing explanatory accounts of phonological generalisations.

Mapping Course Learning Outcomes (CLOs) with the PLOs:

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

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	The ability to identify and analyse a range of different phonological processes;	PLO1				AR1, AR2, AR7: Quiz, Debate Midterm
CLO2	The ability to examine different phonological theories;	PLO4		PS5		AR1, AR2, AR7: Quiz, Debate Midterm
CLO3	The ability to develop methodological expertise that allows them to critically investigate phonological variations;	PLO4	GS44	PS5 PS7	SDG4	AR1, AR2, AR7: Quiz, Debate Midterm
CLO4	The ability to evaluate competing explanatory accounts of phonological generalisations.	PLO2		PS7		AR1, AR2, AR7: Quiz, Debate 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"/>
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

1. Odden, D. (2005) *Introducing Phonology*, CUP
2. Kager, R (1999) *Optimality Theory*. CUP

Reference Books (Text Books)

3. McCarthy, J. (2002) *A thematic guide to Optimality Theory*. CUP
4. McCarthy, J. (2008). *Doing Optimality Theory: Applying theory to data*, Blackwell.

Other Resources (Online Resources or others)

Many useful OT papers can be downloaded from <http://roa.rutgers.edu..>

Course Code: Ling. UG3606

Course Title: Research Methodology

ECredits: 4

Course Type: CC

Rationale of the Course:

The primary goal of this course is to introduce students to the fundamental ideas of research methodology and to familiarise them with its procedures. It comprises the definitional aspects of the study that make up the fundamental premise. The significance of the research is brought to the attention of the students as part of their investigation into scientific topics. They will learn the definition of research, the different categories of research, and the procedures for conducting research. It is shown how to write a research proposal and create a research design. Before describing the data approaches, the character of social and linguistic realities is described. The course adequately covers data collection instruments and techniques, emphasizing the qualitative method and its implications.

Course Content:

<i>Topic</i>	<i>Required session(s)</i>	<i>CLOs</i>	<i>ARs</i>
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a. Scientific investigation and methodology;	2		
b. Social and linguistic realities: ontology and epistemology;	2		
c. Types of research and research procedure;	2		
d. Research proposal and research design;	2		
e. Approaches for data collection: quantitative and qualitative with a special focus on grounded theory;	3		
f. Approaches for data collection: Mixed method in research	1		
g. Data collection instruments and techniques: questionnaire, checklist, interview, in-depth investigation;	3		
h. Data collection instruments and techniques: case study, focus group discussion;	2		
i. Ethical issues in research;	1		
j. Data analysis and presentation.	2		

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

CLO1	Demonstrate an understanding of the meaning of science, research methodology, and its function in scientific investigation.
CLO2	Interpret the ontological nature of reality and appropriate methods for capturing it, in addition to the epistemological processes of specific research;
CLO3	Explain the rationale behind the methodological steps, develop the skills necessary to design a research proposal, and learn how to outline a research design.
CLO4	Develop the ability to create data collection tools and to administer, process, and generate output.

CLO5	Classify research regarding its functions and objectives; focus on linguistic data interpretation and analysis.
CLO6	Estimate and formulate a linguistic research project by applying their prior theoretical knowledge in the practical research area.

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			4	4
CLO2		3	3	4		4
CLO3			4	3	4	
CLO4		3	3		4	4
CLO5	3		4		5	
CLO6	3				4	4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Demonstrate an understanding of the meaning of science, research methodology, and its function in scientific investigation.	PLO2, PLO5, PLO6	PS5	GS12		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO2	Interpret the ontological nature of reality and appropriate methods for capturing it, in addition to the epistemological processes of specific research;	PLO2, PLO3, PLO4, PLO6		GS12, GS42	SDG4	AR1, AR2, AR7: Quiz, Debate, Midterm
CLO3	Explain the rationale behind the methodological steps, develop the skills necessary to design a research proposal, and learn how to outline a research design.	PLO3, PLO4, PLO5	PS3, PS6	GS31, GS36		AR1, AR2, AR7: Quiz, Debate, Midterm

CLO4	Develop the ability to create data collection tools and to administer, process, and generate output.	PLO2, PLO4, PLO5, PLO6	PS8	GS21, GS33, GS44, GS37,	SDG9	AR1, AR2, AR8: Quiz, Debate, Research Data Collection
CLO5	Classify research regarding its functions and objectives; focus on linguistic data interpretation and analysis.	PLO1, PLO3, PLO4	PS10, PS11	GS32, GS43	SDG16	AR1, AR2, AR7: Quiz, Debate, Midterm
CLO6	Estimate and formulate a linguistic research project by applying their prior theoretical knowledge in the practical research area.	PLO1, PLO5, PLO6	PS8	GS31, GS37	SDG9	AR1, AR2, AR6, AR8: Quiz, Debate, Research Proposal and Design

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

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	<input checked="" type="checkbox"/>				

Learning Resources:

Textbooks

Litosseliti, L. (2018). *Research methods in linguistics* (2nd ed.). London, UK: Bloomsbury Publishing.

Creswell, J. W., (1994), *Research Design: Qualitative and Quantitative Approaches*, CA: Sage Publications.

Reference Books (Textbooks)

Babbie, Earl. (2010). *The Practice of Social Research*. California: Wadsworth Publishing Company.

Denzin, N.K. & Yvonna S.L. (Eds), (2000), *Handbook of Qualitative Research*, London: Sage Publications.

Jahangiri, Nader. (2000). *A Sociolinguistic Study of Persian in Tehran Institute for the study of Languages and Culture of Asia and Africa*. Japan: Tokyo University of Foreign Studies.

Hong, Yunsook. (1991). *A Sociolinguistic Study of Seoul Korean*. Seoul, Korea: Research Centre for Peace and Unification.

Miller, George. (1951). *Language and Communication*. London: McGraw-Hill Book Company.

Wray, Alison and others. (1998). *Projects in linguistics*. London. Arnold.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. UK: Oxford University Press.

Hult, F. M., & Johnson, D. C. (2015). *Research methods in language policy and planning: A practical guide*. NY, USA: John Wiley & Sons.

Paltridge, B., & Phakiti, A. (2015). *Research methods in applied linguistics: A practical resource*. London, UK: Bloomsbury Publishing.

Paltridge, B., & Phakiti, A. (2015). *Research methods in applied linguistics: A practical resource*. London, UK: Bloomsbury Publishing.

Podesva, R. J., & Sharma, D. (2013). *Research methods in linguistics*. Cambridge, UK: Cambridge University Press.

Other Resources (Online Resources or others)

UCL Linguistics Research Page:

<https://www.ucl.ac.uk/pals/research/linguistics/linguistics-research>

Course Code: Ling.UG3607

Course Title: Language Policy and Planning

ECredits: 4

Course Type: CC

Rationale of the Course:

The aim of the course is to give the student a thorough introduction to theory-building in the field of language policy and language planning. Focusing specially on language planning in a post-colonial South Asian context, the course will give the students insights into theories on language maintenance, language shift and language revitalisation. In addition, language ideologies, linguistic human right and attitudes are studied through the context of Bangla and ethnic languages of Bangladesh. The perspective is comparative, and examples are given from countries around the world.

Course Content:

Topic	Required session(s)	CLOs
The legal status of languages and language rights; The relationship between linguistic culture, language attitudes and ideologies and language policy; The interrelations between globalisation, nationalism, ethnicity, identity and language policy;	3	CLO1, CLO2, CLO3
Important theories and models of language planning; Haugen, Gloss, Cooper, Ferguson, Jernudd, Rabin, Neustupny;	3	CLO1, CLO2, CLO3
Linguistic ecology; Language and political economy; Historical frameworks of language policy; Social power language in education;	3	CLO1, CLO2, CLO3
Cross-cultural and international communication languages of wider communication, including international languages; Multilingualism; language minoritisation and endangerment.	4	CLO1, CLO2, CLO3
Multilingualism; language minoritisation and endangerment;	3	CLO1, CLO2, CLO3
Language planning in mono- and bilingual country: Bangladesh Language planning in multilingual countries: India, Pakistan, Srilanka;	3	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
Political and social aspects of language planning: Globalisation, Hegemony of English, Linguistic genocide and death;	3	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
Idea of language purism	3	CLO1, CLO2, CLO3

Necessity and role of language planning agencies: The east and the west;		
Individual effort for planning for Bangla language	3	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

Course Learning Outcomes (CLOs): By the end of the course, students will acquire basic knowledge in language policy and planning, and will be able to:

CLO1	Define and distinguish between basic concepts in language policy and planning;
CLO2	Analyse the place occupied by research into language policy and planning within the broader sociolinguistic framework;
CLO3	Compare and analyse the relevant theoretical frameworks and methodological procedures used in research on language policy and planning;
CLO4	Critically think about the basic factors that lead to changes in status that languages have in a given sociocultural context (in standardization processes, status planning of minority and endangered languages, etc.);
CLO5	Apply the acquired knowledge on the analysis of unique examples of language policies and planning processes, primarily in markedly multilingual and multicultural contexts;
CLO6	Evaluate the ideological aspects that may be identified within the analyses of language policies and planning.

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	3				
CLO2	4	3				
CLO3	3	3				
CLO4	3	3				
CLO5	3	3				3
CLO6	3	3				3

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Define and distinguish between basic concepts in language policy and planning;	PLO1, PLO2				AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2	Analyse the place occupied by research into language policy and planning within the broader sociolinguistic framework;	PLO1, PLO2		PS4, PS7		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3	Compare and analyze the relevant theoretical	PLO1,		PS4,		AR1,

	frameworks and methodological procedures used in research on language policy and planning;	PLO2		PS7		AR2, AR7, Quiz, Debate, Midterm
CLO4	Critically think about the basic factors that lead to changes in status that languages have in a given sociocultural context (in standardization processes, status planning of minority and endangered languages, etc.);	PLO1, PLO2		PS4, PS7		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO5	Apply the acquired knowledge on the analysis of unique examples of language policies and planning processes, primarily in markedly multilingual and multicultural contexts;	PLO1, PLO2, PLO6			SDG16, SDG17	AR1, AR2, AR7, Quiz, Debate, Midterm
CLO6	Critically discuss the ideological aspects that may be identified within the analyses of language policies and planning.	PLO1, PLO2, PLO6			SDG16, SDG17	AR1, AR2, AR7, Quiz, Debate, 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"/>
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

Tollefson, J. W., & Pérez-Milans (eds.). (2018). *The Oxford Handbook of Language Policy and Planning*. Oxford University Press.

Sridhar, M., and Mishra, S. (2015). *Language Policy and Education in India: Documents, Contexts and Debates*, Routledge.

Ricento, T., (2006), *An Introduction to Language Policy: Theory and Method*, Blackwell Publishing

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.GEDC06 **Course Title:** Bangla Literture-2

ECredits: 4

Course Type: GED

Rationale of the Course: This course is designed to make the students familiar with some classic works of Bangla literature. The course teacher will select relevant and representational texts from Bangla literature. Through this course, students will study the brief history of Bangla literature as well as prominent literary works of different branches of this literature developed over time. This course, through its starting to the end, offers an insight into the social motivation behind initiating the modern era of Bangla literature.

Course Content:

Topic	Required Session	CLOs	ARs
বাংলা সাহিত্যের আধুনিক যুগ	1	CLO1	AR1, AR7: Quiz, Midterm
উনিশ শতক ও বিশ শতকের বাংলা সাহিত্যের ইতিহাস	2	CLO 1	AR1, AR7: Quiz, Midterm
বাংলা গদ্য, ফোর্ট উইলিয়াম কলেজ ও বিদ্যাসাগর	2	CLO2, CLO4	AR1, AR7: Quiz, Midterm
বাংলা নাটক ও মাইকেল মধুসূদন দত্ত	4	CLO2, CLO3, CLO4, CLO5	AR1, AR7: Quiz, Midterm
বাংলা উপন্যাস ও বঙ্কিমচন্দ্র চট্টোপাধ্যায়	2	CLO2, CLO3, CLO4, CLO5	AR1, AR7: Quiz, Midterm

আধুনিক বাংলা উপন্যাস: মানিক বন্দ্যোপাধ্যায়/ সৈয়দ ওয়ালীউল্লাহ			
আধুনিক বাংলা কবিতা <ul style="list-style-type: none"> রবীন্দ্রনাথ ঠাকুর কাজী নজরুল ইসলাম জীবনানন্দ দাশ 	4	CLO2, CLO3 CLO4, CLO5,	AR1, AR7: Quiz, Midterm
কোশলীক্ষক কর্তৃক নির্বাচিত অন্য কোন গ্রন্থ বা গ্রন্থলেখক	2	CLO2, CLO5	AR1, AR7: Quiz, Midterm

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

CLO1	Outline the motivation behind launching the modern era of Bangla literature
CLO2	Comprehend the complex relationship between human consciousness and reality in respect with literary tools.
CLO3	Analyze different forms of literature and the literary beauty and depth of apparently simple looking phrases
CLO4	analyze different styles of prominent figures of Bangla literature
CLO5	evaluate classic and contemporary Bangla literature and their relationship to the society

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		4			
CLO2		4				
CLO3			4			
CLO4			4	4		
CLO5					3	4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Outline the motivation behind the initiation of the modern era of Bangla literature	PLO1, PLO3	21,22,23	PS1 PS2		AR1, AR2, AR7, Quiz, Midterm
CLO2	Comprehend the complex relationship between human consciousness and reality in respect with literary tools.	PLO2	42	PS7		AR1, AR2, AR7, Quiz, Midterm
CLO3	Analyze different forms of literature and the literary beauty and depth of apparently simple looking phrases	PLO3		PS5	SDG 4	AR1, AR2, AR7, Quiz, Midterm
CLO4	analyze different styles of prominent figures of Bangla literature	PLO3, PLO4		PS5	SDG 4	AR1, AR2, AR7, Quiz, Midterm
CLO5	evaluate classic and contemporary Bangla literature and their relationship to the society	PLO5, PLO6	42,43,44	PS8, PS10		AR1, AR2, AR7, Quiz, 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"/>	<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books
Reference Books
(Text Books)

অজিতকুমার ঘোষ। বাংলা নাটকের ইতিহাস। কলকাতা।
 অরুণকুমার মুখোপাধ্যায়। ১৯৬১। কালের প্রতিমা। কলকাতা : দে'জ পাবলিশিং
 অরুণকুমার মুখোপাধ্যায়। ১৯৯৮। কালের পুতুলিকা। কলকাতা : দে'জ পাবলিশিং
 আবদুল মান্নান সৈয়দ। দশ দিগন্তের দ্রষ্টা। ঢাকা : বাংলা একাডেমী
 আহমদ শরীফ। ১৩৮৫। বাঙালী ও বাংলা সাহিত্যের ইতিহাস। ঢাকা: বর্ণ মিছিল
 মুহম্মদ আবদুল হাই। ১৯৯৪। 'বাংলা সাহিত্যের ইতিবৃত্ত' (আধুনিক যুগ), মুহম্মদ
 আবদুল হাই রচনাবলী (২য় খণ্ড)। ঢাকা : বাংলা একাডেমী
 মুহম্মদ এনামুল হক। ১৯৯১। 'মুসলিম বাংলা-সাহিত্য', মুহম্মদ এনামুল হক
 রচনাবলী (১ম খণ্ড)। ঢাকা : বাংলা একাডেমী
 মুহম্মদ আবদুল হাই, সৈয়দ আলী আহসান। ১৯৯৪। আধুনিক বাংলা সাহিত্যের
 ইতিবৃত্ত, মুহম্মদ আবদুল হাই রচনাবলী (দ্বিতীয় খণ্ড), ঢাকা: বাংলা একাডেমী
 নীলিমা ইব্রাহিম। ১৯৭২। বাংলা নাটক: উৎস ও ধারা। ঢাকা: নওরোজ কিতাবিস্তান
 শ্রীকুমার বন্দ্যোপাধ্যায়। ১৩৬৯। বঙ্গসাহিত্যে উপন্যাসের ধারা। কলকাতা : মডার্ন
 বুক এজেন্সী প্রা. লি.
 সরোজ বন্দ্যোপাধ্যায়। ১৯৬১। বাংলা উপন্যাসে কালান্তর। কলকাতা : দে'জ
 পাবলিশিং
 সুকুমার সেন। ১৩৭৬। বাঙ্গালা সাহিত্যের ইতিহাস (৩য়-৪র্থ খণ্ড)। কোলকাতা :
 আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড।
 সৌরভ সিকদার; ২০০১; রবীন্দ্র প্রতিভার নানা দিক, ঢাকা, কাকলী প্রকাশনী

Other Resources
(Online Resources or
others)

Course Code: Ling.UG4701 **Course Title:** Syntax 2

ECredits: 4

Course Type: CC

Rationale of the Course:

This course is a continuation of Ling. UG2301. This course assumes basic familiarity with the Principles & Parameters approach to syntax. With a basic foundation of syntactic understanding to build on, this course will explore sentential structures in the Minimalist framework. The course will deepen students' insight into grammar and the syntactic analysis. There is a focus on syntactic description and argumentation, and on the relationship between syntax and semantics. Particular attention will be given to the forms and functions of the noun phrase and the verb phrase and to clause structure and information packaging.

Course Content:

Topic	Required session(s)	CLOs
Minimalist Programme (MP): Core concepts	2	
Phonetic form and Logical form	2	
Morphosyntactic features,	2	
Constituency and Theta roles,	2	
Representing phrase structure,	2	
Functional categories: TP, DP, CP	6	
Subjects and objects,	2	
Wh-movement, Islands, barriers and successive-cyclicity, Pied-piping	2	
Locality, weak islands and relativized minimality	2	
Phases, barriers, and spell-out	2	
A vs. A-bar movement and scrambling	2	
Antisymmetry Theory: Introductory approach	2	

Course Learning Outcomes (CLOs): Students completing the course will be able to:

CLO1	Gain insight into the syntactic organization of human language;
CLO2	Evaluate the professional academic literature in syntax;
CLO3	Analyse how to articulate syntactic proposals, arguments, objections, and predictions
CLO4	Identify and discuss the critical points regarding significant syntactic research and crosslinguistic aspects of syntax.

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		3	2		
CLO2	3	3	3	3		
CLO3	3	3	4	3	3	3
CLO4	3	4	3	4	3	3

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Gain insight into the syntactic organization of human language;	PLO1, PLO3, PLO4		PS5		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2	Evaluate the professional academic literature in syntax;	PLO1, PLO2, PLO3, PLO4		PS10		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3	Analyse how to articulate syntactic proposals, arguments, objections, and predictions	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6	GS12	PS7		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO4	Identify and discuss the critical points regarding significant syntactic research and crosslinguistic aspects of syntax.	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6	GS31		SDG17	AR1, AR2, AR7, Quiz, Debate, 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"/>
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	Adger, D., <i>Core syntax: A minimalist approach</i> . Oxford University Press
Reference Books (Text Books)	Kayne, (1994), <i>The Antisymmetry of Syntax</i> , MIT Press Carnie, A., (2007). <i>Syntax: A Generative Introduction 2nd edition.</i> , Blackwell Publishing
Other Resources (Online Resources or others)	

Course Code: Ling.UG4702 **Course Title:** Language Documentation and Linguistic Field Methods
ECredits: 4

Course Type: CC

Rationale of the Course: This course aims at teaching students the practical aspects of data collection in the field. The course has two major goals: (i) providing training in fieldwork methodologies, including elicitation, transcription, data analysis and data management, based on hands-on practice with a language consultant, and (ii) gaining awareness and preparedness for the language documentation by focusing on developing descriptive grammars, ethnographic aspects, high ethical standards, logistics, and other practical considerations when starting a new language project.

Course Content:

Topic	Required session(s)	CLOs	ARs
Language documentation as a field of anthropological linguistic inquiry and practice			
Ethics			
Tools for recording			
Ethnography			
Documenting lexical knowledge			
Transcription			
Establishing a lexical and textual database			
Creating metadata			
Integrating video and audio			
Sketch grammar			
Developing small scale research projects			

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

CLO1	Collect and annotate primary linguistic data on an under-described language from language speakers
CLO2	Manage large amounts of linguistic data using state-of-the-art methods and technologies of data management and archiving
CLO3	Analyse grammatical structures of an unknown language on the basis of spoken linguistic data
CLO4	Articulate and present findings from primary linguistic data to a linguistic audience
CLO5	Develop fieldwork based small-scale language documentation project.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Gippert Jost, Himmelmann Nikolaus P., and Mosel Ulrike (2006):
Essentials of language documentation. Berlin & New York:
Mouton de Gruyter

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.GEDC07 **Course Title:** Fundamentals of Information Communication and Language Technology **Credits:** 4

Course Type: GED

Rationale of the Course:

This is a specialised course of ICT regarding technology-based approaches to linguistics. The goal of this course is to provide the fundamentals of Natural Language Processing (NLP) to the student. Concretely, the course is an introduction to the most relevant challenges involved in NLP, the most relevant techniques and resources used to tackle with them, and the theories they are based on. In addition, brief descriptions of the most relevant NLP applications are included. The course will focus on knowledge-based and empirical-based approaches to NLP (both statistical and machine learning). There will be a project-oriented approach to implement and understand language technology from the perspective of computational linguistics and NLP.

Course Content:

Topic	Required session(s)	CLOs
Fundamentals of language technology	2	CLO1, CLO2
Document Structure and Language: Text selection, Tokenization, Sentence splitting, Language Identifiers;	4	CLO1, CLO2, CLO3
Words: Morphology, Finite States Automata, Finite States Transducers; PoS tagging, Hidden Markov Models. Lexical semantics, Semantic resources; Word Sense Disambiguation;	4	CLO3, CLO4, CLO5
Word sequences:	5	CLO3, CLO4, CLO5

Recognition and classification of word sequences with meaning; BIO discriminative models. Conditional Random Fields (CRF); Named Entity Recognition and Classification (NERC); Noun-phrase Chunking;		
Sentences: Syntactic grammars, typology. Context free grammars. Probabilistic context free grammars. Chomsky normal form grammars; Syntactic parsers, properties and strategies. CKY and probabilistic CKY parsers;	5	CLO3, CLO4, CLO5
Application of NLTK toolkit and developing minor projects in Python;	4	CLO3, CLO4, CLO5
Bangla NLP: empirical explorations;	4	CLO4, CLO5

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

CLO1	understand the need and importance of language technology in general and Bangla language technology in particular;
CLO2	Describe the key formal models and methods in language technology.
CLO3	Employ the use of the regular expressions in matching and manipulation of strings;
CLO4	Develop a programme that performs some simple language technology tasks;
CLO5	Design the architecture of the machine learning system and explain the complexities involved in it.

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	3			
CLO3			3	3		
CLO4			3	3		
CLO5				4		

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	understand the need and importance of language technology in general and Bangla language technology in particular;	PLO1				AR1, AR2, AR7: Quiz, Debate Midterm
CLO2	Describe the key formal models and methods in language technology.	PLO2, PLO3				AR1, AR2, AR7: Quiz, Debate Midterm
CLO3	Employ the use of the regular expressions in matching and manipulation of strings;	PLO3, PLO4		PS7		AR1, AR2, AR7: Quiz, Debate Midterm
CLO4	Develop a programme that performs some simple language	PLO3, PLO4	GS12 GS23	PS12	SDG4, SDG10	AR1, AR2, AR7: Quiz, Debate

	technology tasks;					Midterm
CLO5	Design the architecture of the machine learning system and explain the complexities involved in it.	PLO4	GS12 GS23	PS12	SDG17	AR1, AR2, AR7: Quiz, Debate 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"/>
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

Jurafsky, D. & Martin, J. H. (2023) Speech and Language Processing: An introduction to natural language processing, computational linguistics, and speech recognition, 3rd Edition, Stanford University

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG4704
4

Course Title: Stylistics and Bangla Literary Analysis

ECredits:

Course Type: CC

Rationale of the Course: Stylistics is considered as applied field of linguistics that explains the techniques of literary analysis and provides linguistics roles concerning this. In this course, students will study the origin and development, basic concepts and classifications of stylistics. In addition, they will acquire some basic skills and techniques to analyze literary works

Course Content:

Topic	Required session(s)	CLOs	ARs
A. Stylistics 40 Marks			
Stylistics: Definition, feature and importance	2	CLO1	AR1, AR2, AR7, Quiz, Midterm
Stylistics: Origin and Development	2	CLO1	AR1, AR2, AR7, Quiz, Midterm
Classification of stylistics	2	CLO1	AR1, AR2, AR7, Quiz, Midterm
Style and form: definition, nature, difference, language and style, classification of style	3	CLO1 CLO3	AR1, AR2, AR7, Quiz, Midterm
Some basic concepts: Structure and texture, selection, deviation, parallelism	3	CLO2 CLO3	AR1, AR2, AR7, Quiz, Midterm
Cognitive Stylistics: reference, deixis and textual worlds, schema theory and text world, cognitive metaphor, theory and text analysis, Foregrounding theory, attribution theory and characterization, social cognition and characterization.	2	CLO2 CLO4	AR1, AR2, AR7, Quiz, Midterm
Empirical Stylistics: Corpora and stylistics, informant testing and stylistics, stylistics and other approaches to textual analysis and theory Stylometry	2	CLO3 CLO4	AR1, AR2, AR7, Quiz, Midterm
B. Literary Analysis 40 Marks			
Relation between stylistics and literary analysis	2	CLO3,CLO4, CLO5	AR1, AR2, AR7, Quiz, Midterm
Sanskrit theories of literary analysis	2	CLO4	AR1, AR2, AR7, Quiz, Midterm
Western theories of literary analysis	2	CLO4	AR1, AR2, AR7, Quiz, Midterm
Semiotic approaches of literary analysis: Structuralist poetics, signification – denotation, connotation, myth, syntagmatic and paradigmatic relation	4	CLO4,CLO5	AR1, AR2, AR7, Quiz, Midterm
C. Application of Stylistics Theory 20			

Marks			
1. On selected Bangla/English literary works	2	CLO6	AR1, AR2, AR7, Quiz, Midterm
2. On selected Bangla/English writers	2	CLO6	AR1, AR2, AR7, Quiz, Midterm

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

CLO1	outline how language works as a tool to craft style in literary practice
CLO2	comprehend different linguistic tools such as foregrounding, parallelism etc. to create beauty and depth in literary pieces
CLO3	differentiate between lexical meaning and stylistic meaning of a particular text
CLO4	connect between different theories of stylistics in order to select the relevant one necessary to their own investigation
CLO5	apply stylistic theories to analyze classic and contemporary literature
CLO6	carry out research program to evaluate prominent figures in the concerned domain

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		4	3			
CLO4			4	4		
CLO5					4	
CLO6						4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	outline how language works as a tool to craft style in literary practice	PLO1	21,22,23	PS2		AR1, AR2, AR7, Quiz, Midterm
CLO2	comprehend different linguistic tools such as foregrounding, parallelism etc. to create beauty and depth in literary pieces	PLO3		PS5		AR1, AR2, AR7, Quiz, Midterm
CLO3	differentiate between lexical	PLO2,		PS7		AR1, AR2, AR7,

	meaning and stylistic meaning of a particular text	PLO3				Quiz, Midterm
CLO4	connect between different theories of stylistics in order to select the relevant one necessary to their own investigation	PLO3, PLO4		PS5	SDG4	AR1, AR2, AR7, Quiz, Midterm
CLO5	apply stylistic theories to analyze classic and contemporary literature	PLO5	42,43,44			AR1, AR2, AR7, Quiz, Midterm
CLO6	carry out research program to investigate the socio-cultural impact on styles of prominent writers of Bangla literature	PLO6	42,43,44	PS10	SDG4	AR1, AR2, AR7, Quiz, 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"/>	<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

মুহাম্মদ আসাদুজ্জামান, ২০১৪. আধুনিক শৈলীবিজ্ঞান ও সাহিত্য বিচার। ঢাকা : মাওলা ব্রাদার্স

Reference Books (Text

অপূর্বকুমার রায়। ১৯৮৯। শৈলীবিজ্ঞান। কলকাতা : মডার্ন বুক এজেন্সী

Books)

অরুণকুমার বসু (সম্পাদিত)। ১৯৯২। বাঙলা গদ্যজিজ্ঞাসা। কলকাতা : সমতট প্রকাশন

আশিষকুমার দে। ১৯৯২। সাহিত্যলোচনা ও শৈলীবিজ্ঞান। কলকাতা : সাহিত্য প্রকাশ

নবেন্দু সেন। ১৯৯০। বাংলা গদ্য: স্টাইলিস্টিক্স। কলকাতা : সাহিত্য প্রকাশ

পবিত্র সরকার। ১৯৮৫। গদ্যরীতি, পদ্যরীতি। কলকাতা : সাহিত্যলোক

ফিরোজা ইয়াসমীন। ২০০২। বাংলা সাধুরীতি ও চলিতরীতি : বিতর্কের উদ্ভব, বিকাশ ও পরিণতি ঢাকা বিশ্ববিদ্যালয় প্রতিকা, ৭৩।

শিশিরকুমার দাশ। ১৯৮৬। গদ্য পদ্যের দ্বন্দ্ব। কলকাতা : দে'জ পাবলিশিং

সৈয়দ শাহরিয়ার রহমান। ২০০৮। উপমা-চিত্রকল্প ও প্রতীকচিত্রের নন্দনতত্ত্ব; বঙ্কিম ও রবীন্দ্রনাথ; ঢাকা: বাংলা একাডেমী

সৌরভ সিকদার। ১৯৯৬। স্টাইলিস্টিক্স : বাংলা ভাষা ও সাহিত্য। ঢাকা : মাওলা ব্রাদার্স (২য় সংস্করণ ২০০১)

সৌরভ সিকদার। ২০০৮। কথাসাহিত্যের শিল্পরূপ ও ভাষাশৈলী। ঢাকা : খান ব্রাদার্স

Culler, Jonathon. (2002). *Structurilist Poetics*. London: Routledge

Hones, J. (1992). *Introducing Stylistics*. London: Routledge

Hough, G.(1969). *Style and Stylistics*. London: Routledge

Lucas, F L. (1972). *Style*. London: Cassells

May, Rachel. (1994). *The Translation in Text*. Evanston: Northwestern University Press

Terner, G W. (1973). *Stylistics*. London: Penguin Books

Toolman, Michael, (1988). *Language in Literature*. London: Arnold

Wales, K. (1989). *A Dictionary of Stylistics*.

Zhirmaunsky, V. M. (1985). *Selected Writing: Linguistic. Poetics*. Moscow: Progress Publishers

Other Resources (Online Resources or others)

Course Code: Ling. UG4805

Course Title: Psycholinguistics (মনোভাষাবিজ্ঞান)

Credits: 4

Course Type: CC

Rationale of the Course:

Psycholinguistics is an interdisciplinary branch of linguistics which investigates the psychological aspects of language acquisition, production, perceptions and use. As such, it combines knowledge, methods and practices from a variety of fields some of which emerged out of psycholinguistics such as: linguistics, psychology, cognitive science, Neurolinguistics, and clinical linguistics, etc. The objective of this course is to introduce the fundamental concepts and theories of psycholinguistics with view to understanding the psychological aspect of language, how language is acquired and processed in the brain, and the experimental side of empirical psycholinguistics studies.

Course Content:

Topic	Required session(s)	CLOs	ARs
a. Psycholinguistics: definition, scope, nature	1 weeks	CLO 1	AR1, AR2, AR7, Quiz, Midterm
b. History and development; connectivity with linguistics	1 weeks	CLO 1	AR1, AR2, AR7, Quiz, Midterm
c. Cognitive basis of language ; Theories of language learning and acquisition; epistemological and ontological base	2 weeks	CLO 2 CLO 3	AR1, AR2, AR4, Quiz, Midterm
d. Approaches to first language acquisition: behaviorism; rationalism; pragmatism; nativism; interactionism; usage-based theories; critical period hypothesis	2 weeks	CLO 2 CLO 3	AR1, AR2, AR7, Quiz, Midterm
e. Second language acquisition: information processing theory, explicit vs implicit learning, connectionism.	2 weeks	CLO 4	AR1, AR2, AR7, Quiz, Midterm
f. Biological foundation of language, Lateralization	1 weeks	CLO 1 CLO 3	AR1, AR7, Quiz, Midterm
g. Speech production: planning, and perception issues	2 weeks	CLO 2	AR1, AR2, AR7, Quiz, Midterm
h. Language disorders and speech errors	1 weeks	CLO 4	AR1, AR7, Quiz, Midterm

i. The psycholinguistic aspects of mental lexicon, grammar and meaning.	1 weeks	CLO 3	AR1, AR2, AR7, Quiz, Midterm
j. The psychological and cognitive aspects of text and discourse.	1 weeks	CLO 2	AR1, AR2, AR7, Quiz, Midterm
k. Methods of psycholinguistic research	2 weeks	CLO 4	AR1, AR6, AR7, Quiz, Midterm

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

CLO1	Understand and discuss fundamental theoretical and methodological concepts of speech production, perception, word recognition, lexical organization and language acquisition within the field of psycholinguistics.
CLO2	Apply the knowledge of various acquisition theories of a first and second language; and evaluate different language acquisition factors within the intercultural context.
CLO3	Demonstrate theoretical awareness and working knowledge of the methods used to experimentally test hypotheses in psycholinguistic research
CLO4	the ability to use basic statistical concepts to describe psycholinguistic data using constructive interaction with clients from cultural, linguistic, and other diverse backgrounds, ethical conduct, evidence- based practice, and write research papers in professional format

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	2				
CLO2	3	3	2	4		
CLO3			3		2	4
CLO4		3			4	3

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1		PLO1	GS 12	PS 2	SDG 4	AR1, AR2, AR7,

		PLO2	GS 33			Quiz, Midterm
CLO2		PLO1 PLO 2 PLO4	GS 44	PS 4		AR2, AR9, Quiz, Debate, Midterm
CLO3		PLO3 PLO5 PLO6	GS 44 GS 41	PS 8		AR3, AR2, AR8, Quiz, Midterm
CLO4		PLO2 PLO5 PLO6	GS 36 GS 46	PS 6 PS 8		AR4, AR6, AR9, Quiz, 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"/>	<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"/>	<input checked="" type="checkbox"/>
Analyse		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>		
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	<ol style="list-style-type: none"> Garman, Michael. 1996. <i>Psycholinguistics</i>. Cambridge: Cambridge University Press Field, J. (2003) <i>Psycholinguistics</i>, Routledge
Reference Books (Text Books)	<ol style="list-style-type: none"> Harley, T. A. (2014). <i>The psychology of language: from data to theory</i>. Psychology Press. Clark, E. V. (2003). <i>First language acquisition</i>. Cambridge: Cambridge University Press. Traxler, M.J. (2012). <i>Introduction to Psycholinguistics: Understanding Language Science</i>. Wiley-Blackwell.

Other
Resources
(Online
Resources or
others)

6. Aitchison, Jean. 1996. The Articulate Mammal: An Introduction to Psycholinguistic. London: Routledge
7. Collinge, N.E., et al. 1990. An Encyclopedia of Language. London: Routledge
8. Crystal, David. 1998. The Cambridge Encyclopedia of Language. New York: Cambridge University Press
9. Hudson, Grover. 2000. Essential Introductory Linguistics. London: Blackwell
10. jkvb Aviv| Ôg†bvflvweÁv†bi f~wgKvÕ mvwnZ" cwÎKv 40 el©, lg msL"v, A†±veí 1996, XvKv wek^we"vjq, XvKv|
11. jkvb Aviv| Ôfvlv AR©b ZË;Õ XvKv wek^we"vjq cwÎKv, msL"v-65, A†±veí 1999, XvKv wek^we"vjq, XvKv|
12. jkvb Aviv| wkii fvlv AR©b : cÖ_g AvVvi gvm, evsjv†`k GwkqvwUK †mvmvBwU cwÎKv, el©-1, msL"v-1, †deªæqvwi 2008|

Course Code: Ling. UG4806

Course Title: Clinical Linguistics

Course Credits: 4

Course Type: CC

Rationale of the Course:

Clinical linguistics is the application of linguistic concepts, theories, and methods to the study of language disorder. It draws on the conceptual resources of the full range of linguistic disciplines to describe and explain language disorders. These disciplines include phonetics, phonology, morphology, syntax, semantics, pragmatics, and discourse. Each of these linguistic disciplines contributes concepts and theories that can shed light on the nature of language disorder. A wide range of tools and approaches are used by clinical linguists and speech-language pathologists to assess, diagnose, and treat language disorders. The objective of this course is to explore the concepts and theories of clinical linguistics with a view to understanding various language disorders and speech language pathology along with the practical application of this knowledge.

Course Content:

Topic	Required session(s)	CLOs	ARs
a. Clinical Linguistics: definition, Scope, nature	1 weeks	CLO 1	AR1, AR2, AR7, Quiz, Midterm
b. History of Clinical Linguistics	2 weeks	CLO 2	AR1, AR2, AR7, Quiz, Midterm
c. Biological foundation of language: Language and human brain structure.	2 weeks	CLO 1 CLO 3	AR1, AR2, AR4,

			Quiz, Midterm
d. Neuro-developmental Language Disorders: Autism, Hyperactive Disorder, Down syndrome and Cerebral Palsy.	2 weeks	CLO 3 CLO 4	AR1, AR2, AR7, Quiz, Midterm
e. Neurogenic communication Disorders: Aphasia, Apraxia, Dysarthria	2 weeks	CLO 2 CLO 3	AR1, AR2, AR7, Quiz, Midterm
f. Disorders of speech and language development: Specific Language Impairment, Dyslexia, Dysgraphia, dyscalculia	2 weeks	CLO 2 CLO 3	AR1, AR7, Quiz, Midterm
g. Language therapy, treatment and rehabilitation	2 weeks	CLO 4 CLO 5	AR1, AR2, AR7, Quiz, Midterm
h. Clinical Linguistics, speech language pathology	2 weeks	CLO 4 CLO 5	AR1, AR7, Quiz, Midterm

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

CLO1	develop a critical understanding of features of communication disorders and their impact on language;
CLO2	Demonstrate theoretical awareness and working knowledge of various tools of clinical linguistic analysis
CLO3	Differentiate and apply knowledge of principles of etiology, assessment, intervention and prevention of speech and language disorders including consideration of physiological, developmental, linguistic and cultural correlates across the lifespan.
CLO4	Effectively manage the clinical process using constructive interaction with clients from cultural, linguistic, and other diverse backgrounds, ethical conduct, evidence-based practice, and appropriate technology of clinical application in professional format.
CLO5	Show sufficient theoretical and practical grounding to develop a feasible research project that includes the application linguistic theory to a clinical context

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	PLO 4					
CLO2		PLO 4				
CLO3			PLO 3	PLO 4		

CLO4					PLO 4	
CLO5						PLO 4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1		PLO1	GS21 GS22	PS4		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2		PLO2		PS5		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3		PLO4, PLO3	GS44	PS5	SDG4	AR1, AR2, AR7, Quiz, Debate, Midterm
CLO4		PLO5	GS43	PS6 PS10		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO5		PLO6		PS7 PS8 PS9	SDG3	AR1, AR2, AR7, Quiz, Debate, 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"/>		<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books	1. Cummings, L. (2008), <i>Clinical Linguistics</i> , Edinburgh: Edinburgh University Press Ltd. 2. Cummings, L. (2018) <i>Speech and Language Therapy: A Primer</i> , Cambridge University Press
Reference Books (Text Books)	3. American Psychiatric Association (2013), <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-5)</i> , Washington: American Psychiatric Association. 4. Ardila, A. (2014). <i>Aphasia Handbook</i> . Florida: Florida International University 5. Arif, H. (2014) <i>Clinical Linguistics and child language</i> , Deutscher-Wissenschafts – Verlag (DWU): Baden-Baden. 6. Black M. & Chiat S. (2003) <i>Linguistics for Clinicians: A Practical Introduction</i> , Routledge 7. Crystal, D. (2001), <i>Clinical linguistics</i> . In M. Aronoff & J. Rees-Miller, <i>The Blackwell Handbook of Linguistics</i> (Oxford: Blackwell), 673-82 8. Ingram, J.C.L. (2007). <i>Neurolinguistics An introduction to spoken language processing and its disorder</i> , Cambridge University Press: UK 9. Perkins and Howard (1995) <i>Principles of clinical linguistics. Case Studies in Clinical Linguistics</i> . London : Whurr 10. Stirling, John (2000) <i>Cortical Function</i> . Routledge: London.
Other Resources (Online Resources or others)	11. সালমা নাসরীন ২০১৮। মনোগত তত্ত্ব ও বাংলাভাষী অটিস্টিক শিশুর ভ্রান্ত ধারণা পর্যবেক্ষণ দক্ষতা বিশ্লেষণ বাংলাদেশ এশিয়াটিক সোসাইটি পত্রিকা 12. হাকিম আরিফ ও নাসরীন ২০১৩। আমাদের অটিস্টিক শিশু ও তাদের ভাষা। ঢাকা: নবযুগ প্রকাশনী 13. হাকিম আরিফ ও মশরুর ইমতিয়াজ। ২০১৪। চিকিৎসাবিজ্ঞান ও বাংলা ভাষা। ঢাকা: বুকস্ ফেয়ার

Course Code: Ling.UG4807

Course Title: Dialectology and Bangla Dialects

ECredits: 4

Course Type: CC

Rationale of the Course: This course will help the students learn more about the varieties and dialects of a language geographically and socially, particularly Bangla. It seeks to introduce the

objectives, techniques, and outcomes of dialectological study, and describes the scientific method used in dialect mapping. Students will be able to identify the phonetic/phonological, morphosyntactic, and lexico-semantic characteristics that distinguish various dialectal variations. At the end of the course students should be able to understand the notions of dialect, dialectology, spatial dialect, dialects of different languages, and mechanisms of variation, as well as undertake research on dialects in Bangladesh contexts.

Course Content:

Sl. No.	Topic	Required session(s)	CLOs	ARs
1.	Dialectology: Definition, nature, scope, importance and classifications;	2	CLO 1	Ar1, AR7: Quiz, Midterm
2.	Historical evidences: language diversity, language change;	2	CLO2, CLO3	Ar1, AR7: Quiz, Midterm
3.	Dialect variation: (i.e. standard/geographical/social dialects/urban);	2	CLO1, CLO2	AR6, AR7: Assignments, Midterm
4.	Basics: Dialect boundaries, dialect contact & continuum, dialectometry, pluricentric language, linguistic diffusion, linguistic innovation;	3	CLO1, CLO3	Ar1, AR7: Quiz, Midterm
5.	Dialectology in Linguistics: historical linguistics, sociolinguistics;	2	CLO2, CLO3	Ar1, AR7: Quiz, Midterm
6.	Major Thoughts: Influential figures, theories, taxonomies and related debates;	3	CLO1, CLO2	AR6, AR7: Assignments, Midterm
7.	Dialect analysis: atlas, map, dictionary; spatial distribution of linguistic features, feature-based areal structures,	3	CLO4	Ar1, AR7: Quiz, Midterm
8.	Dialect survey: parameters, ascertain dialect area, NORMs,	2	CLO4, CLO5	AR6, AR7: Assignments, Midterm

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

CLO1	Understand the basic concepts of language, dialect and dialectology and develop a vocabulary bank related to the field;
CLO2	Identify a factual knowledge of some of the systematic features that distinguish major dialects of the world;
CLO3	Analyse dialect data from a variety of historical and contemporary sources (including historical texts, dialect literature, traditional dialect transcriptions, audio recordings, questionnaire returns);
CLO4	Examine and document the variance in sounds (phonetics and phonology), grammar

	(morphology and syntax), and lexicon within a given geographic area (dialect geography) or social group (social dialectology);
CLO5	Conduct a small scale dialectological project using methodologies covered on the course.

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	3	3	4	NC	2
CLO2	4	4	2	3	2	3
CLO3	3	3	3	4	2	4
CLO4	3	2	2	4	3	4
CLO5	1	3	3	4	2	4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Understand the basic concepts of language, dialect and dialectology and develop a vocabulary bank related to the field;	4	GS21 GS22	PS5		Ar1, AR7: Quiz, Midterm
CLO2	Identify a factual knowledge of some of the systematic features that distinguish major dialects of the world;	4	GS12	PS5 PS10		Ar1, AR7: Quiz, Midterm
CLO3	Analyse dialect data from a variety of historical and contemporary sources (including historical texts, dialect literature, traditional dialect transcriptions, audio recordings, questionnaire returns);	4	GS42	PS8 PS4		Ar1, AR7: Quiz, Midterm
CLO4	Examine and document the variance in sounds (phonetics and phonology), grammar (morphology and syntax), and lexicon within a given geographic area (dialect geography) or social group (social dialectology);	6	GS23 GS42	PS7 PS8		Ar1, AR7: Quiz, Midterm
CLO5	Conduct a small scale dialectological project using methodologies covered on the course.	6	GS31 GS32	PS8 PS10		AR6, AR7: Assignments, 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

Chambers, J. J. Trudgill, J K. (1994). *Dialectology*. Cambridge: Cambridge University Press

রফিকুল ইসলাম | ১৯৮৮ | ভাষাতাত্ত্বিক প্রবন্ধাবলী, ঢাকা: বাংলা একাডেমী

Reference Books (Text Books)

মনিরুজ্জামান | ১৯৮৫ | উপভাষাচর্চা | ঢাকা: বাংলা একাডেমী

Other Resources (Online Resources or others)

<http://www.geo-linguistics.org>

<https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/>

<https://nors.ku.dk/english/research/dialectology/>

Course Code: Ling.GEDC10

Course Title: Bangladesh Studies

ECredits: 4

Course Type: GED

Rationale of the Course: This course intends to familiarize students with affairs related to Bangladesh. The student will know how we, as a people, earned our independence and sovereignty. This course will familiarize them with the demographics of Bangladesh and the variation in lifestyles found in different areas of Bangladesh. Throughout the course, the students will study the constitution of Bangladesh and the structure of the legislative, judicial and executive offices. This course will equip the students with the knowledge required to be a responsible citizen of the country.

Course Content:

Topic	Required session(s)	CLOs	ARs
বাংলাদেশের ভৌগোলিক অবস্থান ও ভৌগোলিক বৈচিত্র্য	3	CLO1	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের জনগণ, ভাষা, সাহিত্য	2	CLO1	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের সমাজ, সংস্কৃতি, ঐতিহ্য	1	CLO1	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের নদনদী ও কৃষি	2	CLO1	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের মুক্তিযুদ্ধ: ১৯৪৭-১৯৭১	5	CLO2 CLO6	AR1, AR2, AR7, Qui, Midterm
জাতির পিতা বঙ্গবন্ধু শেখ মুজিবুর রহমানের জীবন ও কর্ম	2	CLO1 CLO2	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের সংবিধান (প্রস্তাবনা, ধারাসমূহ ও সংশোধনসমূহ)	4	CLO3 CLO6	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের আইন বিভাগ, বিচার বিভাগ ও নির্বাহী বিভাগের কাঠামো	3	CLO5 CLO6	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের বাজেট ও অর্থনীতি	3	CLO4	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের উন্নয়ন কার্যক্রম	3	CLO4	AR1, AR2, AR7, Qui, Midterm
বাংলাদেশের পররাষ্ট্রনীতি ও বিভিন্ন জোটে বাংলাদেশের অবস্থান	2	CLO1, CLO4, CLO6	AR1, AR2, AR7, Qui, Midterm

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

CLO1	Describe the history and rich heritage of Bangladesh
CLO2	Describe the phases and causes of the liberation war and interpret the spirit of independence, sovereignty and solidarity of Bangladesh
CLO3	Reflect constitutional knowledge in defining their role as a citizen of the People's Republic of Bangladesh.
CLO4	Equip themselves with the knowledge of different economic and financial sectors of Bangladesh and align their workplace decisions according to the developmental policy of the government.
CLO5	Analyze the legislative, executive and judicial structures of Bangladesh and draw their correspondence to the daily lives of its citizen.
CLO6	Design own research projects and carry on relevant exploration to address various existing crises in social, political and economic sectors of Bangladesh.

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		3			4	
CLO5		3		4		
CLO6						4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Describe the history and rich heritage of Bangladesh	PLO1	21,22,23	PS2		AR1, AR2, AR7, Qui, Midterm
CLO2	Describe the phases and causes of the liberation war and interpret the spirit of independence, sovereignty and solidarity of Bangladesh	PLO3	23,42	PS5	SDG4	AR1, AR2, AR7, Qui, Midterm
CLO3	Reflect constitutional knowledge in defining their role as a citizen of the People's Republic of Bangladesh.	PLO2, PLO3	32	PS4 PS5	SDG12	AR1, AR2, AR7, Qui, Midterm
CLO4	Equip themselves with the knowledge of different economic and financial sectors of Bangladesh and align their workplace decisions according to the developmental policy of the government.	PLO2, PLO5		PS7		AR1, AR2, AR7, Qui, Midterm
CLO5	Analyze the legislative, executive and judicial structures of Bangladesh and draw their correspondence to the daily lives of its citizen.	PLO2, PLO4		PS7 PS10	SDG16	AR1, AR2, AR7, Qui, Midterm
CLO6	Design own research projects and carry on relevant exploration to address various existing crises in social, political and economic sectors of Bangladesh.	PLO6	43,44	PS10	SDG4	AR1, AR2, AR7, Qui, Midterm

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

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

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.TC48100 **Course Title:** Thesis Paper

ECredits: 4

Course Type: CpC

Rationale of the Course: The thesis paper based capstone project provides an opportunity for students to engage in high-level inquiry focusing on an area of specialization within the profession. Capstone projects will be inquiry and practice-centered and will draw upon areas of interest to the student. All capstones aim to bridge theory and practice and are aimed to have an impact on the professional life of students.

Course Content:

Topic	Required session(s)	CLOs	ARs

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

CLO1	Investigate and evaluate prominent literature connected to the project;
CLO2	Develop an outline for thinking and practice that illuminates and brings insight to an area of linguistics;
CLO3	Develop and create practical resources for linguistic research settings.
CLO4	Present a clearly articulated investigative framework, while situating projects within established academic practices and/ or ideas;
CLO5	Offer inquiry-based argumentation for educational/curricular change and adaptation where conceptual propositions are tied to in-the-world realities.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 40)

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					
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SEE-Semester End Evaluation (Number of Marks 60)

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

Reference Books (Text Books)

Other Resources (Online Resources or others)

*The structure of the comprehensive examination will be determined by the academic committee.

Elective Courses

Course Code: Ling.UG1207

Course Title: South Asian Language Studies

ECredits: 4

Course Type: EC

Rationale of the Course: This course offers an introduction to South Asian studies, the interdisciplinary field dedicated to understanding South Asia through its complex and dynamic languages and cultures. By learning about the linguistic and cultural diversity of this region, students will begin to see beyond commonplace perspectives and generalisations, gaining the skills to think in critical and informed ways about South Asia and its place in the world. The Indian Subcontinent is home to five typologically divergent language families (Indo-European, Dravidian, Tibeto-Burman, Austroasiatic, Tai-Kadai) in addition to at least two language isolates, creating an ideal setting for the areal spread of linguistic features across genetic affiliations, affecting all areas of the grammar, from phonetics and phonology to morphology and syntax. In this course, a brief introduction to these linguistic as well as cultural varieties will be presented.

Course Content:

Topic	Required session(s)	CLOs	Ars
What Is South Asian Studies?			

Languages and Translation			
Introduction to Asian Languages			
Colonialism and Imperialism			
South Asia Decolonises			
Gender and Sexuality in South Asian language Studies			
South Asian Language families			
Cross-linguistic and cross-cultural phenomena of South Asia			

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

CLO1	Learn about foundational themes in the historical and contemporary languages and cultures of South Asia;
CLO2	Gain critical skills for approaching South Asia's place in the world history and in contemporary global culture that enable one to have an informed perspective about Asia.
CLO3	Learn to evaluate the basic linguistic features of different language families and relevant cultural divergence belong to the life and activity of South Asian people.
CLO4	Develop the basic research and analytical skills necessary to responsibly approach the study of Asian languages and cultures within any academic discipline or professional field.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4	5					

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

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG1208

Course Title: English literature

ECredits: 4

Course Type: EC

Rationale of the Course: This course introduces students to the joys and skills required in English literary studies. Students will examine a variety of texts and genres, including novels, short stories, drama, and poetry, together with contemporary techniques for reading them. The course will develop students' skills in literary and critical analysis, writing, and research

Course Content:

Topic	Required session(s)	CLOs	ARs

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

CLO1	Confidently read and understand a range of literary texts.
CLO2	Understand different approaches to, and methods of representing English literary texts;
CLO3	Prepare and deliver coherently and logically argued written material;
CLO4	Engage productively and respectfully with their peers.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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				
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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

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG3505

Course Title: Language Typology

ECredits: 4

Course Type: EC

Rationale of the Course:

This course will provide an introduction to language typology, an approach that assigns a central role to cross-linguistic differences, studying them systematically and always keeping in mind possible language universals. Topics to be covered will be primarily from morphology and syntax, including word order, alignment (e.g. ergative, accusative), and relative clauses. Students will need to access the following online resources: Glottolog (catalog of the world's languages, with genealogical affiliation and geographic location): Hammarström, Harald & Forkel, Robert & Haspelmath, Martin. 2019. Glottolog 3.4. Jena: Max Planck Institute for the Science of Human History. Available online at <http://glottolog.org> and WALS Online (cross-linguistic distribution of selected typological features): Dryer, Matthew S. & Haspelmath, Martin (eds.) 2013. The World Atlas of Language Structures Online. Leipzig: Max Planck Institute for Evolutionary Anthropology. Available online at <http://wals.info>

Course Content:

Topic	Required session(s)	CLOs	ARs
Defining typology			
Lexical typology			
Phonological typology			
Morphological typology			
Syntactic typology			
Speech act typology			
Typology and language change			

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

CLO1	Be able to locate linguistic data from reference grammars, gather and lay out the data relevant to particular grammatical topics in the ways that linguists present data to one another in professional contexts, and summarise it;
CLO2	Be able to compare languages with respect to particular grammatical and/or lexical structures, and arrive at frameworks of comparison: general and specific typologies of particular structures (form-function units);
CLO3	Be able to understand how cross-linguistic patterns can be used in conjunction with what is known about cognitive psychology, culture, and interaction to arrive at new knowledge about how people think and interact;
CLO4	Be able to compare something of the relation between cross-linguistic variation, language-internal variation, and language change

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG3506

Course Title: Variation Linguistics

ECredits: 4

Course Type: EC

Rationale of the Course: Variation and change are basic properties of language: All languages show variation in form across geographic space and between social groups, and languages are always changing. It makes sense to study these phenomena together because they are intimately related: language change is the basic source of language variation. That is, if a language undergoes different changes in different areas or among different subgroups, then variation results. So studying language change can help us to understand variation, and the nature of linguistic variation provides evidence as to how language changes. The course will focus on variation and change in phonetics and phonology, and most case studies will be drawn from the English language. We will pay particular attention to explicit, computationally implemented models of the mechanisms of sound change.

Course Content:

Topic	Required session(s)	CLOs	ARs
Geographical variation: Overview of accent variation in the USA (and the UK); IPA transcription; Acoustic analysis of vowels			
Sound change as a source of variation I: Regularity of sound change; Sound change as a source			

of variation II: Age-related variation; Sound change as a source of variation III: Social variation; Variation within the individual, stable variation			
The mechanisms of sound change I: Phonetic conditioning: Questions: Why is sound change phonetically conditioned? Why is sound change (often) phonetically gradual? How can sound changes continue across generations? What triggers a sound change? Answers: models of phonetically-conditioned sound change			
The mechanisms of sound change II: Grammatical conditioning: Grammar conditions/constrains sound change; Case studies: morphological conditioning, chain shifts Models?			
The comparative method: Exploiting principles of sound change to infer relationships between languages and reconstruct parent languages			
Syntactic change; Case study: change from OV to VO word order			

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

CLO1	Understand the principles of sociolinguistic variation within a speech community;
CLO2	Apply a variety of analytic methods and approaches to a body of language data;
CLO3	Critically evaluate the principles of sociolinguistic variation within a speech community;
CLO4	Communicate findings orally and in written form.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling. UG3608

Course Title: Language and Performing Arts

Course Credits: 4

Course Type: EC

Rationale of the Course:

The Language and Performing Arts course offers an interdisciplinary exploration of the relationship between language and artistic expression. By examining the intricate relationship between language and various forms of performance, such as theatre, dance, and music, this course offers students a deeper understanding of the power and significance of language in the performing arts. By analyzing character development, script analysis, and vocal techniques, students gain insights into performers' artistry. The course also examines language's cultural and historical contexts in performance, questioning societal norms and promoting discussions on inclusivity and representation. Through collaborative language-based performances, students develop teamwork and communication skills, exploring language as a creative medium. Overall, it provides a comprehensive understanding of the transformative power of language within the realm of performing arts.

Course Content:

Topic	Required session(s)	CLOs	ARs
Introduction to Linguistics and Performing Arts disciplines	1 weeks	CLO 1	AR1, AR2, AR7, Quiz, Midterm
Interdisciplinary connections between language and performing arts	1 weeks	CLO 2	AR1, AR2, AR7, Quiz, Midterm
Language Analysis and Performance Techniques (Vocal techniques for performers, Intonation and prosody in performance, Dialects and accents in acting, Voice training and expression, Script analysis and interpretation)	3 weeks	CLO 1 CLO 3	AR1, AR2, AR4, Quiz, Midterm
Language and Performance Composition	2 weeks	CLO 3 CLO 4	AR1, AR2, AR7, Quiz, Midterm
Nonverbal communication, Gesture and body language analysis in performance	2 weeks	CLO 2 CLO 3	AR1, AR2,

			AR7, Quiz, Midterm
Cultural Perspectives in Language and Performing Arts	1 weeks	CLO 2 CLO 3	AR1, AR7, Quiz, Midterm
Ethical considerations and social responsibility in artistic practice	2 weeks	CLO 4 CLO 5	AR1, AR2, AR7, Quiz, Midterm
Group performances, collaborations and Project Work	2 weeks	CLO 4 CLO 5	AR1, AR7, Quiz, Midterm
Career opportunities in the language and performing arts fields	1 weeks	CLO 4 CLO 5	AR1, AR7, Quiz, Midterm

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

CLO1	Demonstrate an understanding of how language is used as a tool for expression, communication, and artistic creation in the performing arts.
CLO2	Demonstrate the ability to Identify, interpret and analyze the various forms of language used in different performance genres, such as theatre, dance, and music, including plays, scripts, and performance scripts, focusing on the linguistic elements and their impact on performance.
CLO3	Develop vocal techniques and skills to effectively convey character, emotions, and intentions through language in performance. Also can apply effective diction, articulation, projection, and vocal variation to enhance the impact of language in performances.
CLO4	Recognize and appreciate the cultural and historical influences on language use in different performance traditions and styles. So they can Reflect on the ethical responsibilities of performers in their use of language and consider the social impact of their linguistic choices.
CLO5	Assess oneself as a theatre artist and develop an effective and suitable marketing strategy for one's chosen field or research project. The strategy should explore the effective collaboration among performers, directors, and designers in the creative process, utilizing language as a means of communication and collaboration.

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	PLO 4					
CLO2		PLO 4				
CLO3			PLO 3	PLO 4		

CLO4					PLO 4	
CLO5						PLO 4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1		PLO1	GS21 GS22	PS4		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2		PLO2		PS5		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3		PLO4, PLO3	GS44	PS5	SDG4	AR1, AR2, AR7, Quiz, Debate, Midterm
CLO4		PLO5	GS43	PS6 PS10		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO5		PLO6		PS7 PS8 PS9	SDG3	AR1, AR2, AR7, Quiz, Debate, 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"/>		<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books	<ol style="list-style-type: none"> 1. Schechner, Richard, 1934-. (2002). <i>Performance studies: an introduction</i>. London ; New York :Routledge, 2. Kingsbury Brunetto, K. (2015). <i>Performing the Art of Language Learning: Deepening the Language Learning Experience through Theatre and Drama</i>. Blue Mounds, WI: Deep University Press
Reference Books (Text Books)	<ol style="list-style-type: none"> 3. Schechner, Richard,(1988)<i>Performance Theory</i>, Taylor & Francis, Routledge 4. Henry Bial (2004)<i>The Performance Studies Reader</i>, Psychology Press, 5. Martin Harrison (1998) <i>The Language of Theatre</i>. New York :Routledge
Other Resources (Online Resources or others)	<ol style="list-style-type: none"> 6. Brouillette , L. (2011). Building the oral language skills of K–2 English language learners through theater arts. <i>The California Reader</i>, 44 (4), 19 – 29 .

Course Code: Ling. UG3609

Course Title: Language politics and cultural identity

Course Credits: 4

Course Type: EC

Rationale of the Course:

The course on language politics and cultural identity offers students a comprehensive understanding of the intricate relationship between language, politics, and cultural identity in contemporary society. This course delves into the underlying rationale of language politics and cultural identity, equipping students with the requisite knowledge and competencies to navigate and actively contribute to discussions and initiatives that shape language policies, cultural practices, and social dynamics in a multicultural and multilingual world. By immersing themselves in this field of study, students gain the intellectual tools necessary to comprehend and engage with the complex mechanisms that underpin the construction, maintenance, and transformation of linguistic and cultural landscapes. Moreover, they develop the capacity to critically evaluate existing language policies, identifying their strengths and limitations, and cultivating the ability to propose innovative and inclusive strategies that uphold principles of justice.

Course Content:

Topic	Required session(s)	CLOs	ARs
a. Defining language politics and cultural identity	1 weeks	CLO 1	AR1, AR2, AR7, Quiz, Midterm
b. Historical perspectives on language politics	1 weeks	CLO 2	AR1, AR2, AR7, Quiz,

			Midterm
c. Theoretical frameworks for understanding cultural identity	1 weeks	CLO 1 CLO 3	AR1, AR2, AR4, Quiz, Midterm
d. Language Rights and Linguistic Justice	2 weeks	CLO 3 CLO 4	AR1, AR2, AR7, Quiz, Midterm
e. Language and the construction of national identity	2 weeks	CLO 2 CLO 3	AR1, AR2, AR7, Quiz, Midterm
f. Language Migration, movements and conflicts	2 weeks	CLO 2 CLO 3	AR1, AR7, Quiz, Midterm
g. Language, Globalization, and cultural imperialism	2 weeks	CLO 4 CLO 5	AR1, AR2, AR7, Quiz, Midterm
h. Language, Power, Gender and Education,	2 weeks	CLO 4 CLO 5	AR1, AR7, Quiz, Midterm
i. Critical discourse analysis and language politics	2 weeks	CLO 2 CLO 3	AR1, AR7, Quiz, Midterm

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

CLO1	Understand the key concepts, theories, and frameworks related to language politics and cultural identity. Also develop an appreciation and self-awareness for linguistic and cultural diversity, recognizing the value and importance of different languages and cultural identities.
CLO2	Apply critical thinking skills to analyze and evaluate language politics and cultural identity issues. And identify underlying assumptions, biases, and power dynamics within language policies and practices.
CLO3	Cultivate the ability to apply theoretical frameworks and research methodologies to investigate language politics and cultural identity issues.
CLO4	Engage in collaborative work and demonstrate intercultural competence when working with individuals from diverse linguistic and cultural backgrounds

CLO5	Provide opportunities for students to engage in independent research or projects related to language politics and cultural identity, allowing them to apply their knowledge and skills in a meaningful way. Offer resources and guidance for students to further explore and deepen their understanding of specific topics or areas of interest within the broader field.
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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	PLO 4					
CLO2		PLO 4				
CLO3			PLO 3	PLO 4		
CLO4					PLO 4	
CLO5						PLO 4

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1		PLO1	GS21 GS22	PS4		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO2		PLO2		PS5		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO3		PLO4, PLO3	GS44	PS5	SDG4	AR1, AR2, AR7, Quiz, Debate, Midterm
CLO4		PLO5	GS43	PS6 PS10		AR1, AR2, AR7, Quiz, Debate, Midterm
CLO5		PLO6		PS7 PS8 PS9	SDG3	AR1, AR2, AR7, Quiz, Debate, 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"/>		<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	<input checked="" type="checkbox"/>				
Create					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

1. Joseph, J. (2009). *Language and Politics*. Edinburgh University Press.
2. Joseph, J. (2004). *Language and identity: national, ethnic, religious*. Palgrave Macmillan
3. Wodak, Ruth, & Forchtner, Bernhard (Eds.) (2017). *The Routledge Handbook of Language and Politics*. London: Routledge.
4. Wodak, Ruth (Ed.) (1989). *Language, Power and Ideology: Studies in Political Discourse*. Amsterdam: John Benjamins.
5. Barbour S. and Carmichael C. (Ed.) (2000). "Language and Nationalism". Oxford: Oxford University Press,
6. Ramsdell, L. (2004). *Language and Identity Politics: The Linguistic Autobiographies of Latinos in the United States*. *Journal of Modern Literature*, 28(1), 166–176.

Course Code: Ling.UG4705 **Course Title:** Essential Programming for Linguistics
ECredits: 4

Course Type: EC

Rationale of the Course: The aim of this course is to learn computer programming techniques for collecting and analyzing data in linguistic research. Python is one of the easiest programming languages out there right now. This course provides students with an understanding of elementary concepts in programming focusing on acquiring the knowledge and skills necessary for text processing. It is aimed at students of linguistics and other disciplines with no prior programming experience, who are interested in learning Python in order to process large volumes of text.

Course Content:

Topic	Required session(s)	CLOs	ARs
Introduction to Python.			
Basic data types.			
Variables.			
Basic operators.			
Basic functions.			
Working with strings.			
Working with lists.			
Control flow.			
Working with file			
Basic regular expressions.			
Working with dictionaries			

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

CLO1	Students will be able to explain, in outline, how a computer interprets Python code, including control flow (loops, break, continue, if-else), function calls, stack trace and variable scope.
CLO2	Students will be able to decompose a larger task into sub-tasks, and solve those by choosing appropriate built-in functions (e.g., range, enumerate, zip) and datastructures (e.g., list, dictionary, tuple, set) as well as defining their own reusable functions.
CLO3	Students will be able to use some existing libraries, such as TextBlob and Spacy for language processing, and Pandas, Scikit-Learn and Seaborn for data analysis, and will moreover be able to find and learn to use additional libraries on their own, with the help of documentation.
CLO4	Students will gain basic familiarity with selected topics and approaches from the primary research literature in computational linguistics, such as distributional semantics, dependency parsing, sentiment analysis, and probabilistic language generation.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						

CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG4706

Course Title: Big Data and Language

ECredits: 4

Course Type: EC

Rationale of the Course: This course will survey foundational topics in data science. Students will learn a broad range of data science skills applicable across different domains, including social sciences, business, social networks, and engineering. Students will develop statistical and

computational thinking skills, and they will apply these skills to real-world datasets. Specific topics include applied data problems, statistical software, data frames, descriptive statistics, natural language processing, data storage, data merging, linear regression, and data mining. The core skills developed in this course lay a foundation for more advanced coursework in data management, visualization, exploratory data analysis, and machine learning.

Course Content:

Topic	Required session(s)	CLOs	ARs
Introduction to Data Science Mathematical & Statistical Skills <u>Machine Learning</u>			
<u>Coding</u> Algorithms used in Machine Learning Statistical Foundations for Data Science			
Data Structures & Algorithms Scientific Computing Optimization Techniques Data Visualization Matrix Computations Scholastic Models			
Experimentation, Evaluation and Project Deployment Tools Predictive Analytics and Segmentation using Clustering Applied Mathematics and Informatics			
Exploratory Data Analysis Business Acumen & <u>Artificial Intelligence</u>			

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

CLO1	Understand and apply contemporary techniques for managing, mining, and analyzing data across multiple disciplines
CLO2	Be able to use computation and computational thinking to gain new knowledge and to solve real-world problems
CLO3	Communicate their ideas and findings in written, oral and visual form
CLO4	Understand and apply the data science life cycle to a variety of datasets drawing from different academic disciplines and industries spanning local, regional, and global communities.
CLO5	Define engaged learning in the context of data science and domain-specific communities.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG4808

Course Title: Forensic Linguistics

ECredits: 4

Course Type: EC

Rationale of the Course: The course provides an overview of linguistic approaches to the study of law and language. It combines a theoretical discussion of selected issues with practical analysis of texts. Written texts will be analysed for their stylistic features, spoken texts will point out the interaction between discourse participants. The course will report on the findings of the newly developing discipline of forensic linguistics. At the end of the course, students will be able to understand the role of the emerging discipline of forensic linguistics as well as understand the specificities of various genres of legal Bangla and English.

Course Content:

Topic	Required session(s)	CLOs	ARs
Legal genres, the nature of legal language;			
Language of written legal documents; Analysis of selected legal documents (legislative texts, contracts)			
Methodology of linguistic analysis of language in legal contexts: discourse analysis, conversation analysis, pragmatics			
Dynamism of courtroom interaction as a type of institutional discourse			
Analysis of interaction on the basis of court transcripts: strategies of asking questions ;evasive and vague answers			
Current issues in forensic linguistics: phonetics and phonology as linguistic evidence in the courtroom; problems of authorship of written and spoken texts; communication with members of disadvantaged groups in legal contexts; police questioning and manipulation of the language of witnesses			

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

CLO1	Describe how we can apply linguistic analysis to forensic questions;
CLO2	Categorise the most common types of linguistic evidence and their uses;
CLO3	Synthesise common principles from the analysis of legal language;
CLO4	Evaluate the role of linguistic evidence outside of legal domains.

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						
CLO2						
CLO3						
CLO4						

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1						
CLO2						
CLO3						
CLO4						

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					

Learning Resources:

Text Books

Reference Books (Text Books)

Other Resources (Online Resources or others)

Course Code: Ling.UG4809 **Course Title:** Second Language Acquisition **ECredits:** 4

Course Type: EC

Rationale of the Course:

The course on Second Language Acquisition is designed to equip students with a deep understanding of the processes involved in acquiring a second language. This course aims to provide students with a comprehensive understanding of the theories, principles, and processes involved in acquiring a second language. It explores the factors that influence language learning, the stages of language development, and the strategies and techniques that facilitate effective language acquisition. This course is designed to equip students with the necessary knowledge and skills to better understand and support second language learners in various educational and professional settings.

Course Content:

Sl. No.	Topic	Required session(s)	CLOs	ARs
1.	Basic issues in second language acquisition(SLA):what is SLA, what are the goals, domains of SLA;		1	AR1, AR7
2.	In relation to SLA: individual differences; age effects; the role of the native language;; the initial state and end state of second language grammar; native		1	AR1, AR7

	language attrition and child second language learning;			
3.	Theories of SLA: two major theories by Stephen Krashen; behaviourist learning theory, mentalist theory etc.		1	AR1, AR7
4.	Predictable Stages of SLA: preproduction, early production, speech emergence, intermediate fluency and advanced fluency		3	AR1, AR7
5.	Factors influencing SLA: psychological, attitudinal and maturational factors;		2	AR1, AR7
6.	Hypotheses in SLA: the acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, the effective filter hypothesis;		4	AR1, AR2, AR7
7.	Interlanguage: What is interlanguage? ; linguistic aspects; discourse aspects, psycholinguistic aspects;		1	AR1, AR7
8.	Nature of learner language: errors and error analysis; developmental patterns; variability;		4	AR1, AR2, AR7
9.	Instruction and L2 acquisition: form-focused instruction; learner-instruction; strategy training;		5	AR1, AR2, AR7
10.	Relation between L1 and L2: similarities, differences;		1	AR1, AR7

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

CLO1	Understand the theoretical frameworks and key concepts related to second language acquisition;
CLO2	Analyze the individual and socio- cultural factors that influence second language acquisition;
CLO3	Recognize the stages of second language development and distinguish between them;

CLO4	Evaluate different methods and approaches used in second language instruction and critically assess the appropriateness of different approaches;
CLO5	Demonstrate knowledge of effective instructional strategies and procedures for aiding second language learners, such as scaffolding, providing meaningful input, and fostering 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	4	NC	1	2	1	NC
CLO2	2	3	2	2	NC	NC
CLO3	2	3	3	2	NC	NC
CLO4	2	1	1	4	1	1
CLO5	2	3	NC	3	1	1

SL No.	Course Learning Outcome	Contribution to			SDG Contribution	Assessment Rubric Utilised
		PLOs	GS	PS		
CLO1	Understand the theoretical frameworks and key concepts related to second language acquisition;	PLO1 PLO4	GS21 GS22	PS5		AR1, AR7: Quiz, Midterm
CLO2	Analyze the individual and socio-cultural factors that influence second language acquisition;	PLO3 PLO4	GS43	PS10		AR1, AR7: Quiz, Midterm
CLO3	Recognize the stages of second language development and distinguish between them;	PLO2 PLO3	GS42	PS7		AR1, AR7: Quiz, Midterm
CLO4	Evaluate different methods and approaches used in second language instruction and critically assess the appropriateness of different approaches;	PLO1 PLO4	GS43 GS44	PS7		AR1, AR2, AR7: Quiz, Debate, Midterm
CLO5	Demonstrate knowledge of effective instructional strategies and procedures for aiding second language learners, such as scaffolding, providing meaningful input, and fostering interaction.	PLO2 PLO4	GS23 GS43	PS7		AR1, AR2, AR7: Quiz, Debate, 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"/>
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

Ellis R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.

Doughty, C. & Long, M. (Eds.). *Handbook of Second Language Acquisition*. Oxford: Blackwell Publishing House.

Reference Books (Text Books)

Herschensohn, J. & Young-Scholten, M. (Eds.). (2013). *The Cambridge handbook of second language acquisition*. Cambridge: Cambridge University Press.

Krashen, S. (1982). *Principles and practice in second language acquisition*. South Carolina: Pergamon Press INC.

Other Resources (Online Resources or others)

Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. NY: Routledge.

Pinker, S. 1995. Language Acquisition. In L. Gleitman and M. Liberman, (eds.) *An Invitation to Cognitive Science* vol. 1. Cambridge MA: MIT Press.

Part D

20. Grading/Evaluation

1. Grading scale/Grades:

Numerical Grades		Letter Grades	Grade Points (All Courses)
80 and above	A+		4.00
75 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+		3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+		2.50
45 to less than 50	C		2.25
40 to less than 45	D		2.00
Less than 40	F		0.00
Incomplete (Does not take an exam)		I	0.00
Withdrawn (Does not attend any class and take any exam)		W	0.00

2. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA):

- At the time of evaluation all marks will be posted in numerical form. Only at the time of submitting the final grade sheet and finalising the results in the tabulation sheet grades will be posted in both numerical form and letter grade form.
- Marks can be given in fraction up to two decimals. If the total marks for a course are in fractions out of 100, they should be rounded up to the nearest whole number.
- GPA and CGPA can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.
- Transcripts issued to the students will include Letter Grades, Grade Points (GP), Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA). *Transcripts will not include numerical grades.*
- Numerical Grades, Letter Grades, and Grade Point Average (GPA), and Cumulative Grade Point Average (CGPA) will be given according to the following scale.

The general measure of one credit is 40 notional hours. The calculation of notional hours is based on class contact time and self-learning time of a student in addition to the class contact time.

However, by their very nature, different activities will attract different notional hours. These are dependent on the type of learning-teaching activities as described in Table 2.

Table 2: Learning-Teaching Activities and Suggested Notional Hours per Credit

No.	Learning-teaching Activities	Notional Hours for 1 Credit
1.	Lecture, Tutorial, Seminar	40
2.	Lab, Studio or Clinical Work	60
3.	Industrial/Workplace Learning	80

**(For lecture, tutorial, seminar 1-hour face to face learning per week for 14 weeks, for lab, studio or clinical work 1.5-hour face to face learning per week for 14 weeks and for industrial/workplace learning 2 hours per week for 14 weeks is equivalent to 1 credit)*

The proposed notional hours for each of the learning activities include assessment, self-learning and preparatory work. Thus, a four-credit subject (theory + practical) shall have many possible combinations of total learning-teaching hours (Table 3).

Table 3: Notional Hours Breakdown for a Four-credit Subject

Learning-teaching Activities Hours				
Subject Name	Lecture, tutorial, seminar	Lab, Studio or Clinical Work	Industrial or Workplace Learning	Total Credits (C)
A	160	0	0	4
B	80	120	0	4
C	20	30	240	4
D	0	240	0	4
E	0	0	320	4

The award of the qualification at the respective level may also be described by the minimum graduation credits required for the completion of that level. Students will be required to take and achieve the learning outcomes (pass the courses taken) to achieve the minimum graduation credits. Thus, if a course has 130 as its minimum graduation credits, a student must take and successfully complete the required number of courses, which amount to 130 credits for graduating.

3) Promotion and the Final Degree

- Promotion will be year-wise. The minimum CGPA (Cumulative Grade Point Average) 2.00 in the four-credit courses will be required for promotion from 1st year to 2nd year (2nd semester to 3rd semester), 2nd year to 3rd year (4th semester to 5th semester), 3rd year to 4th year (6th semester to 7th semester). In such cases grades in the first seven one-credit courses will not be taken into consideration.
- Promotion from 1st semester to 2nd semester, 3rd semester to 4th semester, 5th semester to 6th semester, and 7th semester to 8th semester will be provided automatically to students having a minimum of 60% attendance in the concerned semester.
- For obtaining the final degree after the 8th Semester (4th year) final examination a student must not have 'F' grade in any of the four-credit courses as well as in the combined eight one-credit courses. The minimum GP 2.00 in each four-credit course and GPA 2.00 in the eight one-credit courses altogether will be required for awarding the final Degree.
- GPA of the eight one-credit courses will be calculated only after the 8th Semester (4th year) final examination by adding the numerical marks obtained in all 8 semesters and dividing the total by 2. The numerical marks obtained out of 200 must be converted into out of 100 to find out the corresponding Letter Grade and Grade point which, in this case, will be treated as GPA because it is the average of all 8 credits.
- The degree must be earned within the limit of 12 semesters, i.e. six years from the date of admission to First Semester.
- GPA for each semester will be calculated by multiplying the course credits by the GP obtained in the courses and dividing the summation of the multiplied figures by the total credits. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned multiplied by the semester credits and dividing the result by the total credits of the semesters.

4) **Incomplete (I) courses:**

5. **Retake and Grade Improvement:**

Improvement of grade/grades is applicable only for the students who get promoted.

- b. A student getting less than 'B' may improve his/her grades of any four-credit courses by retaking the examination/examinations of the course/courses only once with the available immediate next batch at his/her own risk because in such cases the grade/grades obtained earlier in the concerned course/courses will be considered cancelled although marks for attendance and mid-semester test will be retained.
- c. A student with F grade in any course/courses will be allowed to improve the grade/grades by retaking the examination/ examinations of the concerned course/courses for the second time with the available following batch if he/she gets F in the first improvement test/tests.
- d. In the case of failure to take a mid-semester test, the concerned course teacher will arrange a supplementary mid-semester test within two weeks of the first test. The students taking the supplementary mid-semester test must pay a fine to the department office for each test.
- e. After publishing the semester final result, the retaking of mid-semester examinations will not be allowed.
- f. If a student has CGPA 2.00 in the 4th year, i.e. 7th and 8th semesters combined but has 'F' in any of the 7th or 8th semester four-credit courses or the aggregate of one-credit courses his/her result will be treated as Incomplete. To receive the degree the student will have the opportunity to improve his/her grade by retaking the four-credit courses with 'F'.
Besides, if a student has 'F' in the aggregate of eight one-credit courses, which together is called 'overall assessment', he/she must retake the final part of the 8th semester one-credit course. In either case marks for attendance and presentation will be retained
- g. In addition to the usual fees, a fine will be imposed for each course to be retaken as per university rules.
- h. The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of his/her other examination.
- i. The same rules will be applicable in the case of any student getting 'I' (Incomplete) in any course/courses.

6. **Dropout:**

- a. A student failing to get a minimum CGPA 2.00 even after readmission to the semester of the same year for two times will be dropped out of the programme.
- b. If a student getting 'F' in any course fails to improve his/her grade, even after retaking the examination twice will not be given any further chance for improvement and will be dropped out of the programme.

7) **Examination Committee**

- a. The Academic Committee (AC) of the Department will form the examination committee for each batch of students for one year, i.e. two semesters. The committee will include a Chairperson and three other members.

In special cases, out of the three members the committee may have an external member who may be from DU or outside DU.

- b. The AC of the Department will also select a Course Coordinator for one year, who may be a member of the examination committee, for smooth functioning of the programme.
- c. If the AC decides, the Chairperson and the coordinator may be the same person, but in such a case there will be no remuneration for the latter.

- d. **Chair of the Examination Committee:** They will be responsible for getting questions from the course teachers, moderating and printing the questions, administering examinations, and

publication of results. If the Chair desires, the coordinator may collect the questions from the course teachers.

- e. Course Coordinator:** The Course Coordinator will prepare class routine, arrange and monitor classes and attendance of students, ensure smooth functioning of the academic work, and help the Chair in getting questions from the question setters, holding examinations and publishing examination results.

The Course Coordinator will also arrange to post on the notice board the breakdown of marks in each 1-credit course (attendance and oral examination) at the end of every semester-final examination. Apart from the signature of the coordinator, the mark-sheet should contain the signature of the chair of the examination committee as well.

- f.** In the case of any member of the committee falling sick, going on leave, or is unwilling to be on the committee, the academic committee of the department will nominate a substitute.

8) Teaching and Evaluation of a typical four-credit course

- a. The courses earmarked for a semester must be taught *in* that semester, and mid-semester and semester final exams must be given in that semester.
- b. Each course will be preferably taught and evaluated by two teachers.
- c. Each course-teacher will have 120-minute/90-minute class(es) per week for 14 weeks.
- d. If a single teacher teaches a course, then he/she must have 240-minute/180-minute classes per week.
- e. Even if a single teacher teaches a course, the semester final test scripts are obligatorily evaluated by two teachers, one of whom must be the course teacher, and another, a suitable second examiner who may be either from DU or outside DU.
- f. The concerned teachers will post the marks obtained by the students in the mid-semester test on the notice board before starting the course final examination..

The course teachers will also post the marks for attendance and participation on the notice board immediately after completion of the assigned part of the four-credit courses.

9) Marks Distribution for each four-credit course

- a. One Mid-semester Test of 20 marks. In case of a split course, the total marks (20) of each Mid-semester Test will be counted as 10.

Mid-semester examination will be taken by each course teacher at his/her convenience. Marks of two tests (where applicable) will be added.

- b. Class Attendance and Participation: 5 + 5 = 10 Marks

Each teacher will give marks out of 5. Total of the given marks will be counted as the final marks of class attendance and participation.

(For attendance, in 90% or above classes a student may be given 5 out of 5; 80% to less than 90% - 4; 70% to less than 80% - 3; 60% to less than 70% - 2; 40% to less than 60% - 1; below 40% - 00.)

If a single teacher teaches a course, marks will be given out of 10.

- c. Quiz and/or Assignment (Average of best 3 out of 5): 10 Marks

- d. Presentation (in-person /video presentation): 10 Marks

The course teacher(s) can use feasible teaching-learning activities and assessments (TLAA) techniques to evaluate students' work and their performance.

- e. Semester Final Examination of 3-hour duration: 50 Marks

All types of courses (except Ling. GEDC02 and Ling. TC48100) will carry 50 marks in total in the Final Examination.

Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks.

10) Teaching and Evaluation of 8 one-credit courses (tutorial+ viva-voce) of 25 marks each

- a. Each class may be divided into small groups of 5 to 15 students.
- b. One teacher will meet the students of one group once a week for one hour and will give marks out of 5.
- c. The students will not be given any written test. They will be encouraged to discuss some topics and/or make oral presentations on some topics included in the syllabus.
- d. The Examination Committee will hold an oral examination at the end of every semester.
- e. Total classes in a semester for each course in 14 weeks: 14
- f. Total Contact/Teaching Hours in a semester for each course: 14

11) Marks Distribution for each one-credit course

Total Marks: 5+20=25

- a. Class Attendance and Presentation (tutorial): 5
- b. Semester Final Viva-voce: 20

12) Class Representatives

Each batch/section of students will have two class representatives (preferably one male and one female) to maintain liaison with the coordinator and the course teachers regarding their class progress and problems.

8) Attendance

- a. Attendance in the four-credit courses only will be taken into consideration to determine eligibility of a student for examination.
- b. Students with 75% attendance and above in each course will be eligible to sit for examinations. Students with attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for the examinations only after paying the required university fines.
- c. Students with attendance below 60% will not be eligible to appear at the examinations.

13) Tabulator and tabulation of examination results

- a. Two teachers of the department will act as tabulators. The chair of the examination committee and the course coordinator will select the tabulators who should preferably be members of the examination committee.
- b. The course teachers will submit two copies of mark-sheets to the chair of the examination committee, and one copy to the controller of examinations.
- d. The concerned course teacher will submit marks for attendance and presentation in the one-credit course.
- e. Two tabulators will prepare average sheets and insert marks in the respective tabulation sheets. Both the tabulators will process the examination results. The semester final part of each course must go through a double examination process. If the difference of marks in any course (semester final) is more than 20% of full marks (50), the script will be evaluated by a third examiner.
- f. The final marks obtained will be the average of the nearest two marks, or the third examiner's marks if the difference between his/her marks and the two other examiners' marks are the same.
- g. The tabulators will help the controller's office to prepare three copies of computerised tabulation sheets. The controller's office will send one copy to the Chair of the Department for archiving.

- h. The controller's office will publish the examination results at the end of every semester and issue the transcript.

Appendix

Legend: Generic Skills

Code	Full Description
GS 11	Knowledge: IT Knowledge
GS 12	Knowledge: Innovative Knowledge
GS 21	Communication: Oral Communication
GS 22	Communication: Written Communication
GS 23	Communication: Presentation Skills
GS 31	Interpersonal Skills: Ability to work in teams
GS 32	Interpersonal Skills: Leadership
GS 33	Interpersonal Skills: Empathy
GS 34	Interpersonal Skills: Motivation ability
GS 35	Interpersonal Skills: Reliability
GS 36	Interpersonal Skills: Appreciation of ethical values
GS 37	Interpersonal Skills: Adaptability
GS 41	Work Skills: Time management
GS 42	Work Skills: Judgement
GS 43	Work Skills: Problem formulation, solving and decision making skills
GS 44	Work Skills: Collecting and analysing appropriate data
GS 45	Work Skills: Discipline
GS 46	Work Skills: Sense of responsibility

Professional Skills

Code	Key Words	Full Description
PS 1	Freedom of Speech	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world,

		including the right to dissent, to monitor and criticise power and to assemble and petition for redress of grievances.
PS 2	History/Role in Shaping Communications	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
PS 3	Gender, Race, Ethnicity, Sexual Orientation	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and as appropriate other forms of diversity in domestic society in relation to mass communications.
PS 4	Diversity of Peoples and Cultures	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
PS 5	Concepts and Theories	Understand concepts and apply theories in the use and presentation of images and information.
PS 6	Professional Ethical Principles	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
PS 7	Critical Thinking and Creativity	Think critically, creatively and independently.
PS 8	Research Skills	Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
PS 9	Writing Skills	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purpose they serve.
PS 10	Evaluation Skills	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
PS 11	Numeric and Statistical Skills	Apply basic numerical and statistical concepts.
PS 12	ICT	Apply current tools and technologies appropriate for the communications professions in which they work and to understand the digital world.

Course Type:

Code	Full Description
Type A	
GE	General education
F	Foundational

MJ	Major
MN	Minor
E	Elective
I	Internship
Type B	
T	Theoretical
L	Lab based
P	Practical

Learning Assessment Rubric:

Code	Full Description
AR 1	Rote Memorisation/ Recall/ Differentiation (Identification, Enumeration, True or False, MCQs, Fill in the Blanks, Matching Type and Definition).
AR 2	Thinking critically and making judgments (Developing arguments such as in debates, reflecting, evaluating such as a film or play production qualities, assessing such as a business plan. judging).
AR 3	Solving problems and developing plans (Identifying problems, posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information) such as in case studies or case teaching.
AR 4	Performing procedures and demonstrating techniques (Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions) such as operating equipment.
AR 5	Managing and developing oneself (Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organising) such as event organising and execution.
AR 6	Accessing and managing information (Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting) such as research proposals or reports.
AR 7	Demonstrating knowledge and understanding (Describing, reporting, recounting, recognizing, identifying, relating & interrelating) such as term papers.
AR 8	Designing, Creating and Performing (Imagining, visualising, designing, producing, creating, innovating, performing) such as a documentary project or marketing campaigns.
AR 9	Communicating (One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms) such as group or individual presentations.

SDG Contribution:

Code	Description
SDG 1	No Poverty
SDG 2	Zero Hunger
SDG3	Good Health and Well Being
SDG4	Quality Education
SDG5	Gender Equality
SDG 6	Clean Water and Sanitation
SDG 7	Affordable and Clean Energy
SDG 8	Decent Work and Economic Growth
SDG 9	Industry Innovation and Infrastructure
SDG 10	Reduced Inequalities
SDG 11	Sustainable Cities and Communities
SDG 12	Responsible Consumption and Production
SDG 13	Climate Action
SDG 14	Life Below Water
SDG 15	Life on Land
SDG 16	Peace, Justice and Strong Institutions
SDG 17	Partnerships for the Goals