

RHODES UNIVERSITY

LINGUISTICS



STUDENTS' HANDBOOK  
2020

# DEPARTMENT OF ENGLISH LANGUAGE AND LINGUISTICS

## Rhodes University

### STUDENTS' HANDBOOK 2020

This booklet is intended as a guide for students or prospective students of *Linguistics and Applied Language Studies* at Rhodes University. The main emphasis is on undergraduate programmes, and students interested in finding out more about postgraduate studies should consult the departmental Postgraduate Handbook. Information about writing assignments and referencing can be found in *A Guide to Academic Writing in Linguistics*. The information in this students' handbook should not be treated as regulations, full details of which are available in the University Calendar. A revised edition of this booklet is produced every year.

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<b>STAFF 2020</b>
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## **Tutors**

Tutors assist in the teaching of all undergraduate courses. We strongly advise that you learn the names and email addresses of those who teach you. Consult the teaching staff when difficulties arise, rather than allowing problems to accumulate until just before a test or examination.

## **WEBSITE**

The departmental website, on which you can find all the information relevant to courses and research in the department, is at <http://www.ru.ac.za/englishlanguageandlinguistics/>.

## **MISSION STATEMENT**

Our mission is to provide a high-quality education in Linguistics and Applied Language Studies and to maintain and enhance our reputation for excellence by

- creating an enabling and supportive learning environment which encourages academic endeavour and achievement
- ensuring that courses are up to date and relevant to the career needs of South African students
- building a strong postgraduate tradition by enhancing our postgraduate programme and encouraging high quality research, particularly that which has relevance in South Africa
- fostering enthusiasm and dedication in the staff and students and enhancing personal development
- promoting effective teaching methods which are sensitive to the needs of a diverse student population
- countering discrimination through the critical study of language in its socio-political context
- providing an efficient infrastructure and pleasant working environment.

## LINGUISTICS AT RHODES UNIVERSITY

In 1964 Rhodes University established the Language section of its Department of English<sup>1</sup>. By 1976 it had become an independent department: the Department of Linguistics and English Language<sup>2</sup>. The department offers a proven three-year major with a commitment at every level to study of the languages of Southern Africa. The modules offered draw from a balance of both theoretical and applied linguistics, a fact which distinguishes our courses from general linguistics courses at other universities in South Africa. Housed in the historic Drostdy Barracks, the Department has links with the School of Languages and Literatures, the Department of Literary Studies in English, the Institute for the Study of the Englishes of Africa, the Dictionary Unit for South African English and the Amazwi South African Museum of Literature.

## A BRIEF DEFINITION OF LINGUISTICS

### What is Linguistics?

Language is involved in and helps to shape most of our major concerns as people. Thus Linguistics is a multifaceted discipline, which is involved with language in all its manifestations and examines all these links between language and human life. In the Rhodes University Linguistics courses we aim to provide an explicitly South African focus and to use local languages and texts for exemplification.

### Why study Linguistics?

Linguistics will give you insights into how language is structured, how people communicate and use language, how people learn languages and how language changes and develops in society. Training in Linguistics will also be very relevant to your career if you plan to specialize in Journalism, Teaching, Law or Psychology. You **don't** need to know many languages to study Linguistics, but you **do** need a fascination for language and a basic competence in English.

The programme in Linguistics is designed to meet the needs of anyone involved in language and communication. Its brief can broadly be defined as the exploration of language in its changing context in the light of contemporary linguistic theory.

In addition to offering a full three-year major in Linguistics, the Department also offers a major in Combined English Studies, in collaboration with the Department of Literary Studies in English.

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1. Now known as the Department of Literary Studies in English.

2. Subsequently changed to the Department of English Language and Linguistics.

## LINGUISTICS AND YOUR CAREER

The best reasons for doing Linguistics are an interest in language and the feeling that you are likely to enjoy the course. Basic studies in language are part of a sound liberal education. Linguistics, however, even if taken only as a first-year course, is of direct relevance to a number of career fields, because there is an urgent need for language expertise in South Africa. Training in Linguistics will be useful for language practitioners who plan a career in the following avenues:

- language teaching
- psychology
- translation
- publishing
- advertising
- careers in the media
- literacy projects
- information technology
- law
- journalism
- management
- academic development
- adult education
- public relations
- literary studies
- communications

The following topics are covered in the undergraduate programme:

### **For the language teacher and language learner**

- Language learning problems and solutions
- Issues in literacy education
- African Linguistics and South African Sign Language Linguistics
- Analysis of linguistic systems: phonetics, phonology, morphology, syntax, semantics, discourse

### **For the linguist**

- Analysing accents and varieties of language
- Describing sound, word and sentence structure
- Explaining how and why language changes
- Exploring the nature of meaning
- Revealing how conversations work
- Describing the production of human speech sounds

### **For those interested in social issues**

- The language of men and women
- Social structure/culture and how it influences language choices
- Slang and swearing
- How language expresses ideology
- Aligning others with our feelings and judgements (ethical and aesthetic)
- Intercultural communication
- Attitudes to dialects and accents
- Language in subcultures

**For the psychologist**

- Learning a first language
- Storing and retrieving meanings
- The relation between language and the brain
- Learning an additional language
- Language disorders such as stuttering and dyslexia

**For the journalist**

- Understanding the hallmarks of effective writing
- Describing the language of advertising
- Recognizing different genres
- Analysing the language of media texts
- Enacting critical language awareness
- Analysing the language of evaluation

**For the lawyer**

- Nuances, meanings and structures
- Language planning and language policy
- The benefits of plain language
- Language and power

## DESCRIPTIONS OF OUR COURSES

Please note that what follows is a brief description of courses offered by the Department. Fuller outlines, reading lists, etc. pertaining to the courses will be provided for students at the beginning of each module.

### LINGUISTICS 1

Linguistics 1 is a first-year course for Humanities, Science, Commerce and Law students. It also includes English Language & Linguistics 1 for Education, a stream tailored to the needs of BEd (Foundation Phase) students. (See below.) It may be taken as a self-contained unit or (in the Humanities, Commerce and Science Faculties) as the first credit in a three-year major in Linguistics. The course is designed to take into account the needs of students involved in the broader issues of language and communication. It is also recognized as a teaching credit for post-Foundation Phase education if taken in combination with one course in the Department of Literary Studies in English. It should thus be of interest to:

- (a) intending language practitioners: journalists, teachers, translators and others;
- (b) lawyers, social scientists, psychologists, business administrators and others with a professional concern with language and communication;
- (c) scientists working in the field of, for example, computer studies, artificial intelligence, scientific journalism, science in education; and
- (d) students of literature.

The course consists of the eight modules sketched below and on the following page. The first four modules are examined in June.

#### **MODULE 1:**

##### **Language Structures (Prof. Mark de Vos)**

Many students know very little about the structure of language. In this module we explain the systematic rules of English, using a generative model and demonstrate that language is hierarchically structured. Areas covered include:

- generative grammar and simple phrase-structure rules
- grammatical functions (e.g. subject, object, complement)
- constituency
- simple transformations

#### **MODULE 2:**

##### **Language in South Africa and Society (Ms Kelly Kilian)**

This module explores language in society, how people use language to mark identity, and how they adjust their use of language according to what they are doing. Areas of special interest include:

- the 11 official languages of South Africa
- the nature of Standard English
- men's versus women's language
- slang and jargon



- why language changes over time
- naming practices across cultures

### **MODULE 3:**

#### **Sounds of the World (Dr William Bennett)**

In this module we lay the foundations of an understanding of the phonetic structure of English in particular and human language in general. Topics covered include:

- how sound works
- how sounds are produced by the vocal organs
- phonetic transcription using the International Phonetic Alphabet
- transcribing the General South African English accent
- syllables, stress and connected speech
- phonology: the sound systems of language

### **MODULE 4:**

#### **Language in Context (To be announced)**

Here we examine ways in which language is *used* rather than what its components are. We explore how language users interpret what other speakers intend to convey and how they successfully take part in the complex activity called conversation. Topics covered include:

- how conversation works
- cohesion: how texts stick together
- deixis: you are the centre of your universe!
- discourse as a social action: politeness across cultures

### **MODULE 5:**

#### **African Linguistics (Prof. Ron Simango)**

The goal of this module is to deepen students' knowledge of some key concepts in formal linguistics (i.e. phonology, morphology and syntax) through the lens of African languages.

Topics covered include:

- Variety of African languages
- Phonological systems and processes
- Morphological properties and word formation
- Major lexical categories
- Grammatical gender, person and number
- Grammatical functions and verb morphology

### **MODULE 6:**

#### **Language in Childhood (Ms Tracy Probert)**

This module focuses on issues involved in first-language acquisition. Topics covered include:

- theories of language acquisition and learning
- child-directed speech and language acquisition strategies
- developmental sequences in first language acquisition
- language acquisition in social isolation
- cross-cultural diversity in language acquisition, reading and writing

## **MODULE 7:**

### **Language and Meaning (Ms Mbali Jiyane)**

Humans have devised intricate systems for encoding meanings in the words they use. In this module we focus on:

- the meaningful units which form the basis of language
- the relationship between language and the world
- relationships between the meanings of words
- the relationship between meaning, thought and language
- how the human mind organises words and stores meanings

## **MODULE 8:**

### **Language in the Media (to be announced)**

This module equips students to analyse texts in the media in order to uncover the ideologies they encode. Topics include:

- defining texts and genres
- the three metafunctions of language: Ideational, Interpersonal and Textual
- language and ideology
- persuasive language (advertising)

Either an essay or test is used to assess each of the eight modules of the course. Modules 1-4 are examined in June; Modules 5-8 are examined in November.

## **CLASS MEETINGS**

There are four class meetings a week for each student: two small-group tutorials and two lectures, one of each devoted to each module. Lectures are held in Monday Period 3 and Wednesday Period 5 in Eden Grove Red. Success in the course depends on reading the prescribed manuals (these are provided by the department at a small cost to each student), participating in tutorial discussions and completing written assignments and tests. Lecture material is examinable. Further reading may be prescribed in lectures. It, too, is examinable.

Most tutorials take place in the Department building (Drostdy Barracks). Each student attends two tutorials a week: one on Tuesday and one on Thursday. Please make sure you know the time and room number of your classes, and the names of your tutors. These are posted on the Linguistics 1 noticeboard and on RUconnected as soon as possible after registration. The first lecture is on Monday 10 February. Please check the main timetable for the times and venues.

## **DP REQUIREMENTS**

DP stands for “duly performed” and refers to the amount of work that every student must complete before being allowed to write examinations. In order to qualify to write examinations in English Language and Linguistics, students must attend 80% of all lectures and tutorials and submit all written tests and assignments by the due date.

**Note:** Students who fail any essay submitted during the year may rewrite and resubmit it within one week. A maximum mark of 55% can be assigned for such resubmissions.

**Sub-minimum:** Students who obtain a mark of less than 35% for the June examination will be required to deregister from the course.

The **class record** is based on the essays and tests written over the course of the year as well as on weekly mini-tests set for some modules.

### PROGRAMME FOR LINGUISTICS 1

10 February	<b>INTRODUCTION</b>	Prof. Mark de Vos
17 February	Module 1 <b>LANGUAGE STRUCTURES</b> Prof. Mark de Vos	Module 2 <b>LANGUAGE IN SOUTH AFRICA AND SOCIETY</b> Ms Kelly Kilian
24 February		
2 March		
9 March		
16 March		
23 March		
VAC		
14 April	Module 3 <b>SOUNDS OF THE WORLD</b> Dr William Bennett	Module 4 <b>LANGUAGE IN CONTEXT</b> To be announced
20 April		
27 April		
4 May		
11 May		
18 May		
VAC		
13 July	Module 5 <b>AFRICAN LINGUISTICS</b> Prof. Ron Simango	Module 6 <b>LANGUAGE IN CHILDHOOD</b> Ms Tracy Probert
20 July		
27 July		
3 August		
10 August		
17 August		
VAC		
31 August	Module 7 <b>LANGUAGE AND MEANING</b> Ms Mbali Jiyane	Module 8 <b>LANGUAGE IN THE MEDIA</b> To be announced
7 September		
14 September		
21 September		
28 September		
5 October		
12 October		

## TEXTS

Prescribed text:

The manuals produced by the Department of English Language and Linguistics. (Students' accounts will be debited with a charge for these manuals and other handouts.)

The Cambridge University Press Prize is awarded annually to the top Linguistics 1 student who proceeds to Linguistics 2.

## COURSE COORDINATOR

For any queries about Linguistics 1, please email the course coordinator, Prof. Mark de Vos, at [m.devos@ru.ac.za](mailto:m.devos@ru.ac.za).

## LINGUISTICS 1 FOR EDUCATION

Linguistics 1 for Education is a stream of the Linguistics 1 course tailored to the needs of Bachelor of Education (Foundation Phase) students. This stream of the course offers the same modules as the general Linguistics 1 programme (see above), and students attend lectures with the general Linguistics 1 students, but this stream has separate course manuals and tutorials, with a focus on the ways in which linguistic knowledge can be applied in the Foundation Phase classroom.

Linguistics 1 for Education students have three tutorials per week, one on Tuesdays, one on Thursdays, and an additional workshop on Thursday afternoons, designed to reinforce the knowledge built in the other contact sessions each week. The DP requirements are identical to those for students in the general Linguistics 1 stream.

For any queries about Linguistics 1 for Education, please email Ms Tracy Kitchen at [t.beangstrom@ru.ac.za](mailto:t.beangstrom@ru.ac.za).

## LINGUISTICS 2

In the second-year course, some modules are taught in a combined class consisting of English Linguistics 2 and 3 students, while other modules are specific to Linguistics 2. Each course has separate assessment activities and exams.

There are five meetings per week: three lectures and two tutorials. Two modules are taught concurrently throughout the year (see the programme below). Lectures are given on Mondays in Period 5, Tuesdays in Period 1 and Wednesdays in Period 2 in Geography G11. Tutorials are held on Thursday Period 3 or 4 and Friday Period 4 or 5 in the Department. There are four exam papers, the first two of which are examined in June.

The following modules will be offered in 2020:

## **MODULE 1:**

### **Syntax (Prof. Mark de Vos)**

This module builds on the Language Structures module in first year, and explores the following topics:

- constituent structure
- the lexicon
- clause structure and argument structure
- finite and non-finite clauses
- English phrase structure and X-bar Theory
- tense, aspect and modality
- verb agreement and missing subjects
- noun phrases, pronouns and anaphors
- English complementation

## **MODULE 2:**

### **African Linguistics (Prof. Ron Simango)**

The goal of this module is to develop further the students' knowledge of some key concepts in formal linguistics and to provide students with an opportunity to explore the links between the core subfields of linguistics – phonology, morphology, and syntax – as reflected in African languages.

This module will cover the following topics:

- Major characteristics of Bantu languages
- Bantu morphology
- Noun classes and agreement systems
- Phonology-morphology interface
- Phonology-syntax interface
- Morphology-syntax interface

## **MODULE 3:**

### **Sociolinguistics (Ms Kelly Kilian)**

This module covers some of the following topics:

- sociolinguistic concepts
- research procedures (dialectology, variation studies)
- variation based on age, class, social network and ethnicity
- language attitudes
- linguistics / sociolinguistics
- diglossia
- codeswitching
- pidgins and creoles

#### **MODULE 4:**

##### **Systemic Functional Linguistics (Dr Ian Siebörger and Prof. Ralph Adendorff)**

This module teaches a deeper investigation of the grammatical aspects of the Systemic Functional model of language, introduced in first year. In particular it includes:

- an introduction to the Systemic Functional model of context
- more detailed analyses of the Ideational, Interpersonal and Textual metafunctions
- clauses and clause structure
- grammatical metaphor
- spoken and written language
- disciplinarity
- Appraisal
- real-world applications of Systemic Functional Linguistics

#### **MODULE 5:**

##### **Linguistics and Community (Various lecturers)**

This module will be an opportunity for students to make connections between linguistic knowledge and insights gained through serving in the Makhanda community at a local school.

This module aims to:

- sensitize students to linguistic issues in the Makhanda community
- give students an opportunity to apply their linguistic knowledge in real-world contexts
- explore the linguistic dimensions of those contexts and understand how the linguistic and the social intersect
- develop students' responsibility and leadership abilities
- equip students with knowledge and skills needed for civic engagement

## PROGRAMME FOR LINGUISTICS 2

10 February	Module 1 <b>SYNTAX</b> Prof. Mark de Vos	Module 2 <b>AFRICAN LINGUISTICS</b> Prof. Ron Simango
17 February		
24 February		
2 March		
9 March		
16 March		
23 March		
VAC		
14 April	Module 1 (continued) <b>SYNTAX</b> Prof. Mark de Vos	Module 3 <b>SOCIOLINGUISTICS</b> Ms Kelly Kilian
20 April		
27 April		
4 May		
11 May		
18 May		
VAC		
13 July	Module 4 <b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Dr Ian Siebörger	Module 5 <b>LINGUISTICS AND COMMUNITY</b> Various lecturers
20 July		
27 July		
3 August		
10 August		
17 August		
VAC		
31 August	Module 4 (continued) <b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Prof. Ralph Adendorff	Module 5 (cont'd) <b>LINGUISTICS AND COMMUNITY</b> Various lecturers
7 September		
14 September		
21 September		
28 September		
5 October		
12 October		

### TEXTS

Prescribed texts are:

1. Haegeman, L. 2006. *Thinking Syntactically: A Guide to Argumentation and Analysis*. Malden: Blackwell.
2. Bloor, T. & Bloor, M. 2013. *The Functional Analysis of English* (3<sup>rd</sup> edition). London: Routledge.

Recommended texts are:

1. Webb, V. & Kembo-Sure 2000. *African Voices*. Oxford: Oxford University Press.
2. Mesthrie, R. ed. 2000. *Language and Social History* (2<sup>nd</sup> edition). Cape Town: David Philip.
3. Martin, J.R. & White, P.R.R. 2005. *The Language of Evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.

*In addition to normal course charges, students' accounts will be debited for printing of readings or students will have to source readings in the library.*

### **DP REQUIREMENTS**

In order to qualify to write the final examination, students must attend 80% of all class meetings and submit all written tests and assignments. There will be four written exam papers (two written in June and two in November) and a class record made up of all written work completed during the year. All examinations are three hours long.

**Note:** Students who fail any essay submitted during the year may rewrite and resubmit within a week. A maximum mark of 55% can be assigned for such resubmissions.

**Sub-minimum:** Students who obtain a mark of less than 35% for the June examination will be required to deregister from the course.

**Equipment:** Students will find it useful to own or have access to a reliable digital recorder. The department has a number of recorders, which can be borrowed on payment of a deposit (refundable on the return of the machine in working order). Students' accounts will be debited with the full replacement value for unreturned or broken recorders.

**The Vivian de Klerk Prize:** This prize is awarded annually to the top Linguistics 2 student who proceeds to Linguistics 3.

### **COURSE COORDINATOR**

For any queries about Linguistics 2, please email the course coordinator, Ms Mbali Jiyane, at [m.jiyane@ru.ac.za](mailto:m.jiyane@ru.ac.za).

## **COMBINED ENGLISH STUDIES 2**

Students who have completed both Linguistics 1 and Literary Studies in English 1 may register for Combined English Studies 2, which consists of any two papers from Linguistics 2 and any two papers from Literary Studies in English 2. Students who follow this programme may not, in addition, take Literary Studies in English 2 or Linguistics 2 as separate subjects.

### **DP REQUIREMENTS**

In order to qualify to write the final examination, students must attend 80% of all class meetings and submit all written tests and assignments. There are four written exams, two in June (one Linguistics, one Literary Studies in English) and two written in November (also one Linguistics, one Literary Studies in English).



## LINGUISTICS 3

In the third-year course, some modules are taught in a combined class consisting of Linguistics 2 and 3 students, while other modules are specific to Linguistics 2. Each course has separate assessment activities and exams.

Linguistics 3 students will write a Research Report under supervision during the year.

There are six meetings per week: three lectures, two tutorials and one research report group meeting, which will be used to assist you in the writing of your research report. Two modules are taught concurrently throughout the year (see the programme below). Lectures are given on Mondays in Period 5, Tuesdays in Period 1 and Wednesdays in Period 2. Lectures for modules taught in a combined class with Linguistics 2 will be held in Geography G11, while lectures for those taught in a separate class will be held in Sociology B. Tutorials are held on Thursday Period 3 or 4 and Friday Period 4 or 5 in the Department. There are four exam papers, the first two of which are examined in June.

The following modules will be offered in 2020:

### **MODULE 1:**

#### **Syntax (Prof. Mark de Vos)**

This module builds on the Language Structures module in first year, and explores the following topics:

- constituent structure
- the lexicon
- clause structure and argument structure
- finite and non-finite clauses
- English phrase structure and X-bar Theory
- tense, aspect and modality
- verb agreement and missing subjects
- noun phrases, pronouns and anaphors
- English complementation

### **MODULE 2:**

#### **Phonetics and Phonology (Dr William Bennett)**

This module covers the following topics:

- airstream mechanisms and phonation types
- consonantal gestures
- acoustic phonetics
- vowels and vowel-like articulations
- introductory phonological theory
- phonetics vs. phonology
- surface and underlying representations
- feature theory
- phonological typology and naturalness
- Optimality Theory

**MODULE 3:****Systemic Functional Linguistics (Dr Ian Siebörger and Prof. Ralph Adendorff)**

This module teaches a deeper investigation of the grammatical aspects of the Systemic Functional model of language, introduced in first year. In particular it includes:

- an introduction to the Systemic Functional model of context
- more detailed analyses of the Ideational, Interpersonal and Textual metafunctions
- clauses and clause structure
- grammatical metaphor
- spoken and written language
- disciplinarity
- Appraisal
- real-world applications of Systemic Functional Linguistics

**MODULE 4:****Research Methods (Various lecturers)**

This module describes various research methods in linguistics. It is designed to assist students with completing their Linguistics 3 year-long research reports.

**MODULE 5:****Introduction to Sign Language Linguistics (Dr Ian Siebörger)**

This module introduces students to the rich and interesting linguistics of sign languages, exploring the similarities and differences between them and spoken languages. The module provides:

- a description of sign language phonology, morphology and syntax
- a brief explanation of South African Sign Language (SASL)'s contested role in education for the Deaf in South Africa
- a short introductory practical course in SASL

### PROGRAMME FOR LINGUISTICS 3

10 February	Module 1 <b>SYNTAX</b> Prof. Mark de Vos	Module 2 <b>PHONETICS AND PHONOLOGY</b> Dr William Bennett
17 February		
24 February		
2 March		
9 March		
16 March		
23 March		
VAC		
14 April	Module 1 (continued) <b>SYNTAX</b> Prof. Mark de Vos	Module 2 (continued) <b>PHONETICS AND PHONOLOGY</b> Dr William Bennett
20 April		
27 April		
4 May		
11 May		
18 May		
VAC		
13 July	Module 3 <b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Dr Ian Siebörger	Module 4 <b>RESEARCH METHODS</b> Various lecturers
20 July		
27 July		
3 August		
10 August		
17 August		
VAC		
31 August	Module 3 (continued) <b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Prof. Ralph Adendorff	Module 5 <b>INTRODUCTION TO SIGN LANGUAGE LINGUISTICS</b> Dr Ian Siebörger
7 September		
14 September		
21 September		
28 September		
5 October		
12 October		

### TEXTS

Prescribed texts are:

1. Haegeman, L. 2006. *Thinking Syntactically: A Guide to Argumentation and Analysis*. Malden: Blackwell.
2. Bloor, T. & Bloor, M. 2013. *The Functional Analysis of English* (3<sup>rd</sup> edition). London: Routledge.

Recommended texts are:

1. Martin, J.R. & White, P.R.R. 2005. *The Language of Evaluation: Appraisal in English*. Basingstoke: Palgrave Macmillan.

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### **DP REQUIREMENTS**

In order to qualify to write the final examination, students must attend 80% of all class meetings and submit all written tests and assignments. There will be four written exam papers (two written in June and two in November) and a class record made up of all written work completed during the year. All examinations are three hours long.

**Note:** Students who fail any essay submitted during the year may rewrite and resubmit within a week. A maximum mark of 55% can be assigned for such resubmissions.

**Sub-minimum:** Students who obtain a mark of less than 35% for the June examination will be required to deregister from the course.

**Equipment:** Students will find it useful to own or have access to a reliable digital recorder. The department has a number of recorders, which can be borrowed on payment of a deposit (refundable on the return of the machine in working order). Students' accounts will be debited with the full replacement value for unreturned or broken recorders.

**The Bill Branford Prize:** This prize is awarded to the final-year student who achieves the highest mark (incorporating Class Record, June examinations and Research Report) and makes the most significant overall contribution to the course in general.

**Linguistics 3 Research Report:** The research report makes up 15% of the course mark for Linguistics 3. Students can choose their research topic from a variety of different research themes available. Students must make an early and definite decision regarding the topic of investigation, and liaise regularly with their supervisor who will be appointed according to the area of research chosen by the student. Depending on their decision, students will be placed in a group with other students researching similar topics. These groups will have a meeting once a week, facilitated by the group's supervisor, on Mondays in Period 6.

### **COURSE COORDINATOR**

For any queries about Linguistics 3, please email the course coordinator, Dr William Bennett, at [w.bennett@ru.ac.za](mailto:w.bennett@ru.ac.za).

## **COMBINED ENGLISH STUDIES 3**

Students who have completed Combined English Studies 2 or Linguistics 2 may register for a major in Combined English Studies 3. Students take two papers from the Linguistics 3 course and two core papers from the Literary Studies in English 3 course. Students are also required to complete a Research Report as part of the English Language and Linguistics 3 course.

### **DP REQUIREMENTS**

In order to qualify to write the final examination, students must attend 80% of all class meetings and submit all written tests and assignments. In the final assessment there will be four written papers, two written in June (one Linguistics, one Literary Studies in English) and two written in November (again, one Linguistics, one Literary Studies in English).

## POSTGRADUATE PROGRAMME

There are several postgraduate offerings in the department. Full details about these courses are available in a separate handbook (please ask the secretary) or on the website at <http://www.ru.ac.za/englishlanguageandlinguistics/studying/postgraduatestudies/>

In summary, the range of choices includes:

- a. Postgraduate Diploma in English Language Teaching;
- b. Honours Degree in Linguistics and Applied Language Studies;
- c. Master's Degree in Linguistics and Applied Language Studies (coursework and short dissertation); and
- d. Master's and Doctoral Degrees by thesis.

All postgraduate degrees include a certain amount of coursework, including MAs and PhDs, unless there are compelling reasons for the degree to be completed by thesis alone, when this may be allowed at the discretion of the Head of Department. Coursework requirements for the various postgraduate degrees in Linguistics at Rhodes are as follows:

Honours	4 modules, plus Module 11 culminating in a research report
Master's	4 modules, plus Module 11 culminating in a half-thesis
PhD	4 modules, plus Module 11 culminating in a full PhD thesis

The modules on offer for 2020 are provided below.

### **Compulsory modules**

Module 11: Research Project (Part 1)  
Research Project (Part 2)

### **Electives**

#### **Compact modules**

Module 9: The Linguistics of Literacy  
Module 12: Corpus Linguistics  
Module 16: Language and Knowledge

#### **Extended modules**

Module 2: Optimality Theory  
Module 3: Introduction to Minimalist Syntax  
Module 5: The Acquisition of Grammar (*subject to demand*)  
Module 6: Ethnographic Investigation of Language Practices  
Module 8: Contact Linguistics (*subject to demand*)

#### **Online modules**

Module 17: Critical Discourse Analysis

Extended modules run for a complete semester and are better suited to students who are 'in attendance' at Rhodes, while the compact modules, which involve one intensive week of classes, with pre-sessional and post-sessional reading programmes, have been designed with distance students in mind, although all PG students may attend them. The Critical Discourse Analysis module is offered in partnership with the Centre for Postgraduate Studies as an online extended module, available both to students in attendance and distance students.

In addition, students will complete a research report on a topic to be mutually negotiated, taking into account the research and/or teaching interests of the department, e.g. further developing Linguistics 3 research report topics, Honours modules and departmental research projects.

This range of modules aims to meet the need for training, experience and expertise in formal and applied linguistics, for all language practitioners in southern Africa and beyond. For further details regarding the specific entrance requirements for each postgraduate course, module descriptions, etc, please consult the postgraduate handbook, available online, or contact the Postgraduate Coordinator, Ms Tracy Probert ([t.probert@ru.ac.za](mailto:t.probert@ru.ac.za)).

## **PROFESSIONAL COMMUNICATION**

This one-semester course, run in Semester 1, is for Commerce students following undergraduate curricula other than the BCom (Accounting) who are at least in their second academic year. The course aims to improve the spoken, written and small-group communication skills required in the professional and commercial world. Emphasis lies on the student's ability to use language effectively rather than on theoretical knowledge. Please refer to the Professional Communication Course Manual for further details.

### **COURSE COORDINATOR**

For any queries about Professional Communication, please email the course coordinator, Ms Tracy Probert, at [t.probert@ru.ac.za](mailto:t.probert@ru.ac.za).

## **PROFESSIONAL COMMUNICATION FOR ACCOUNTANTS**

This course, run in Term 3, is required for BCom (Accounting) students to graduate in the Commerce Faculty. It is tailored specifically to the communicative needs of future accountants as specified in the South African Institute of Chartered Accountants' (SAICA) Competency Framework. Please refer to the Professional Communication for Accountants Course Manual for further details.

### **COURSE COORDINATOR**

For any queries about Professional Communication for Accountants, please email the course coordinator, Dr Ian Siebörger, at [ian.sieborger@ru.ac.za](mailto:ian.sieborger@ru.ac.za).

## A WARNING ABOUT PLAGIARISM

Plagiarism refers to the practice of presenting as your own work material that has been written by someone else. Any use of material that is derived from the work of another person constitutes plagiarism, unless the source is clearly acknowledged. You will be guilty of plagiarism if you hand in an assignment under your own name which, either in part or as a whole,

- is copied from an essay or report written by another student;
- is copied from a document downloaded from a website;
- is copied from a published article or book chapter;
- has been written for you by someone else.

All written work submitted must be accompanied by a signed declaration as follows:

### **Declaration of academic integrity:**

I recognize that plagiarism is academic theft and is wrong, regardless of the presence or absence of a plagiarism declaration. Plagiarism occurs when people use another person's ideas, words or intellectual property without referencing them properly. There are many kinds of plagiarism, but common kinds include:

- Using another person's words directly without using quotation marks or referencing them.
- Paraphrasing another person's words without referencing them.
- Using ideas or making claims that have been influenced by other people's insights without acknowledging one's intellectual debt to them.
- Using poor or inadequate referencing or bibliographies.

I have acknowledged other people's ideas, words where I have either paraphrased them or quoted them directly and I have used quotation marks and appropriate referencing. I acknowledge that although it is acceptable (and even encouraged) to work together with other students (e.g. in a study group or in a tutorial), each student must write their own assignment and use their own words. I have also not allowed anybody to borrow or copy my work. I know that if I am found guilty of plagiarism, I will be punished for it and it may also be placed on my permanent academic record thus damaging my reputation. I am aware that this assignment constitutes work product of the Linguistics department and may be stored and used for auditing, educational and/or research purposes. I am aware that if I have any questions about any of these issues, I can contact my tutor, lecturer or head of department who will explain it to me.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **Disciplinary action in response to plagiarism**

The university's Plagiarism Policy and the department's Plagiarism Protocol distinguish between three categories of plagiarism offences:

- Category A offences are usually minor, first-time offences, for which the module lecturer may impose a mark penalty of up to 50%.

- Category B offences are more serious infringements, such as second offences or the copying of entire assignments. When evidence of this type of offence is found, the department's Plagiarism Committee meets to make a ruling on disciplinary steps, which may include assigning a mark of 0 to an assignment, or withdrawing the student's DP.
- Category C offences are extremely serious infringements, usually by third-year students or above, which may result in exclusion or some other harsh punishment. These offences are referred by the department's Plagiarism Committee to a Senate Plagiarism Tribunal.

Category B and C offences are usually formally noted on a student's academic record.

Please refer to *A Guide to Academic Writing in Linguistics* for explicit instructions regarding referencing and a copy of the department's Plagiarism Protocol. This guide can be downloaded at:

<https://www.ru.ac.za/englishlanguageandlinguistics/studying/guidetoacademicwritinginlinguistics/>

The Rhodes University Plagiarism Policy can be found at:

<http://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf>

Please be careful: many students think that there is no harm in copying sentences from books and articles when writing essays and reports. However, in terms of the policy stated above, the use of even one sentence without full acknowledgement, as described below, constitutes plagiarism and is not acceptable. As a university student you are being trained to understand and observe the highest standards of ethics and integrity in the writing of essays and reports. The Department expects these high standards to be observed as a matter of course.

*[With acknowledgement to the Department of Psychology].*



## GENERAL ADMINISTRATIVE PROCEDURES

### STAFF-STUDENT LIAISON

Course coordinators for each of the undergraduate and postgraduate courses should meet once a term with the class representative from that course, in order to discuss all matters of concern to students, such as the syllabus, teaching methods, etc. Such matters may be raised directly through these representatives, or by approaching the staff members on your own initiative. In addition, course evaluations are carried out at the end of each semester in order to canvas students' perceptions.

### DULY PERFORMED CERTIFICATES

Our requirements for the issue of DP certificates are:

- (a) completion by due date of **all** assignments
- (b) attendance at 80% of class meetings for all courses.

In exceptional cases (e.g. of illness) these requirements may be set aside, but absences and late returns must be satisfactorily explained. If for any reason you miss a class meeting or assignment, it is your responsibility to explain to the lecturer in charge of the course as soon as possible why this happened, and to supply the secretary with the relevant documentation supporting your request for leave of absence. This is in the interests of good human relations anyway, quite apart from the special context of the university's regulations.

**Late Assignments:** Assignments which are handed in after the due date without prior permission will be penalized at a rate of 10% per day for a maximum of one week, after which the student's DP certificate will be withdrawn. All late submissions must substantially fulfil the requirements of the task.