

# The Linguistics Student's Handbook 2022

LINGUISTICS & APPLIED LANGUAGE STUDIES,  
RHODES UNIVERSITY



## **PREFACE**

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.

<b>PREFACE</b>	<b>1</b>
<b>LINGUISTICS AT RHODES UNIVERSITY</b>	<b>4</b>
STAFF	4
TUTORS	5
GUIDE TO ACADEMIC WRITING IN LINGUISTICS	5
WHERE ARE WE LOCATED?	5
WEBSITE	6
MISSION STATEMENT	6
<b>A BRIEF DISCUSSION OF LINGUISTICS</b>	<b>7</b>
LINGUISTICS AND YOUR CAREER	7
<b>GETTING THE MOST OUT OF YOUR STUDIES IN A COVID-19 YEAR</b>	<b>9</b>
<b>GENERAL ADMINISTRATIVE PROCEDURES</b>	<b>11</b>
STAFF-STUDENT LIAISON	11
DULY PERFORMED CERTIFICATES	11
LATE ASSIGNMENTS AND STUDENT MARKS	11
A WARNING ABOUT PLAGIARISM	12
DISCIPLINARY ACTION IN RESPONSE TO PLAGIARISM	13
<b>LINGUISTICS 1</b>	<b>14</b>
RUCONNECTED	14
SLACK: AN ONLINE TEACHING AND DISCUSSION FORUM	15
DESCRIPTIONS OF LINGUISTICS 1 MODULES	16
PROGRAMME OUTLINE FOR LINGUISTICS 1	18
CLASS MEETINGS	18
ASSESSMENT DATES AND DEADLINES	19
DP REQUIREMENTS	19
PRESCRIBED TEXTS	20
CAMBRIDGE UNIVERSITY PRESS PRIZE	20
COURSE COORDINATOR	20
LINGUISTICS 1 FOR EDUCATION	20
<b>LINGUISTICS 2</b>	<b>21</b>
DESCRIPTIONS OF LINGUISTICS 2 MODULES	21
PROGRAMME OUTLINE FOR LINGUISTICS 2	24
DP REQUIREMENTS	25
THE VIVIAN DE KLERK PRIZE	25
COURSE COORDINATOR	25

COMBINED ENGLISH STUDIES 2	25
<b>LINGUISTICS 3</b>	<b>26</b>
RUCONNECTED AND ONLINE LEARNING	26
DESCRIPTIONS OF LINGUISTICS 3 MODULES	26
PROGRAMME OUTLINE FOR LINGUISTICS 3	29
DP REQUIREMENTS	29
THE BRANFORD PRIZE	29
COURSE COORDINATOR	30
COMBINED ENGLISH STUDIES 3	30
<b>POSTGRADUATE PROGRAMME</b>	<b>31</b>
COMPULSORY MODULES	31
ELECTIVES	31
<b>PROFESSIONAL COMMUNICATION</b>	<b>32</b>
COURSE COORDINATOR	32
<b>PROFESSIONAL COMMUNICATION FOR ACCOUNTANTS</b>	<b>32</b>
COURSE COORDINATOR	32

## 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 English Language and Linguistics changed its name in 2020 to the Department of Linguistics and Applied Language Studies to reflect more accurately our focus on the study of linguistics in the transforming multilingual context of South Africa. 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.

### STAFF

**Prof. Ron Simango:** *Professor (On academic leave till July 2022)*

Room 15

BA (Malawi), DipTESOL (Manchester), MSc (Edinburgh),

PhD (S. Carolina)

[r.simango@ru.ac.za](mailto:r.simango@ru.ac.za)

**Prof. Mark de Vos:** *Associate Professor (On academic leave till July 2022)*

Room 21

BJourn (Rhodes), MA (Tromsø), PhD (Leiden)

[m.devos@ru.ac.za](mailto:m.devos@ru.ac.za)

*Joint course coordinator: Linguistics 1*

**Dr Will Bennett:** *Senior Lecturer and Acting Head of Department (till June 2022)*

Room 20

BA (Carleton), PhD (Rutgers)

[w.bennett@ru.ac.za](mailto:w.bennett@ru.ac.za)

**Dr Ian Siebörger:** *Senior Lecturer*

Room 16

PhD (Rhodes)

[ian.sieborger@ru.ac.za](mailto:ian.sieborger@ru.ac.za)

*Joint Course coordinator: Professional Communication*

*Joint Course coordinator: Linguistics 3 (Semester 2)*

**Dr Idowu Adetomokun** *Lecturer*

Room 22

PhD (UWC)

[i.adetomokun@ru.ac.za](mailto:i.adetomokun@ru.ac.za)

**Tracy Bowles:** *Lecturer*

Room 17

MA, PGDipHE (Rhodes)

[t.probert@ru.ac.za](mailto:t.probert@ru.ac.za)

---

<sup>1</sup>. Now known as the Department of Literary Studies in English.

*Joint course coordinator: Linguistics 1*  
*Course coordinator: Linguistics 3 (semester 1)*

**Kelly Kilian:** *Lecturer*

Room 18  
MA (Rhodes)(UFC)  
*Course coordinator: Postgraduate Studies*  
[k.kilian@ru.ac.za](mailto:k.kilian@ru.ac.za)

**Mbali Jiyane:** *Lecturer*

Room 23  
MA (UKZN)  
[m.jiyane@ru.ac.za](mailto:m.jiyane@ru.ac.za)  
*Course coordinator: Linguistics 2*  
*Joint Course coordinator: Professional Communication*  
*Course coordinator: Professional Communication for Accountants*

**Tracy Kitchen:** *Linguistics for Education Coordinator*

Room 13  
MA (Rhodes)  
[t.beangstrom@ru.ac.za](mailto:t.beangstrom@ru.ac.za)

**Vuyo Nkayi:** *Office Administrator*

Room 19  
ND (NMMU)  
[v.nkayi@ru.ac.za](mailto:v.nkayi@ru.ac.za)

## **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.

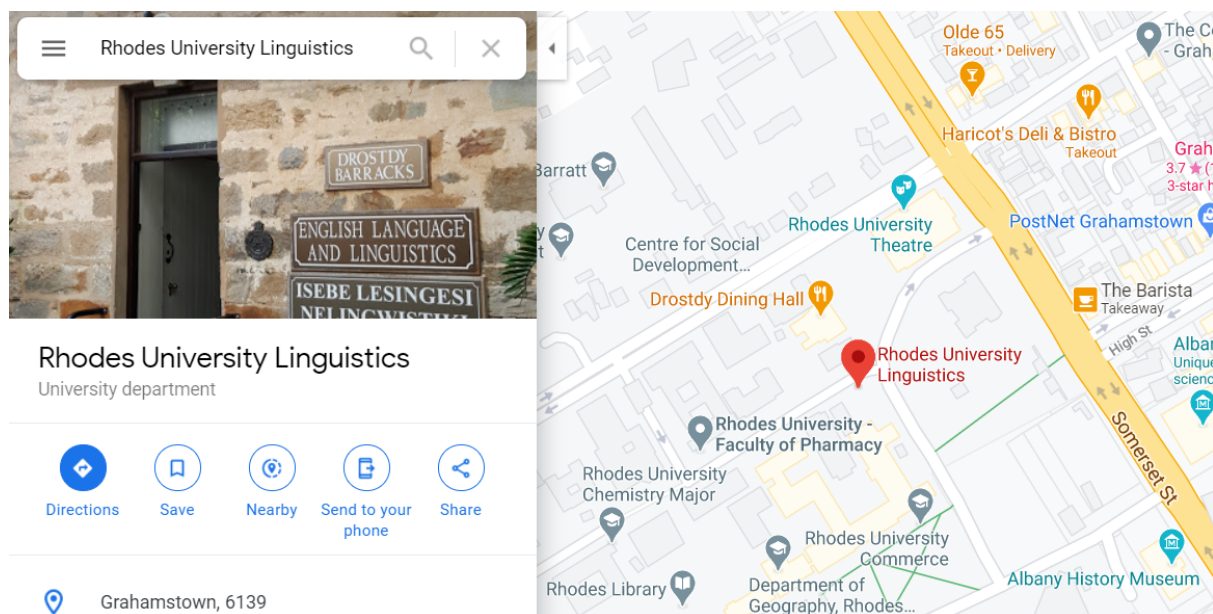
## **GUIDE TO ACADEMIC WRITING IN LINGUISTICS**

*A Guide to Academic Writing in Linguistics* is an important handbook explaining our expectations around academic writing. It also includes specific details of the Plagiarism Protocol. This guide can be downloaded at this [link](#).

## **WHERE ARE WE LOCATED?**

You can find us on Google Maps [here](#).





## **WEBSITE**

The departmental website, on which you can find all the information relevant to courses and research in the department, is at:

<https://www.ru.ac.za/linguisticsandappliedlanguagestudies/>

## **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.

## **A BRIEF DISCUSSION 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.

## **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. Our students have carried on to develop careers in the following fields and many more.

Language teaching  
Psychology  
Translation  
Publishing  
Advertising  
Public Relations and communications  
Literacy Projects and the NGO sector  
Web curation and design  
Private business owners

Law  
Journalism and Media  
Management  
Academic development  
Adult and Adult Education  
TESOL  
Information technology  
Sentiment analysis  
Consulting



The following topics are covered in the undergraduate programme:

- Language learning problems and solutions
- Issues in literacy education
- Analysing accents and varieties of language
- Describing sound, word and sentence structure
- Explaining how and why language changes
- 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)
- African Linguistics and South African Sign Language Linguistics
- Analysis of linguistic systems: phonetics, phonology, morphology, syntax, semantics, discourse
- Exploring the nature of meaning
- Revealing how conversations work
- Describing the production of human speech sounds
- 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 and dyslexia

**For the journalist or media professional**

- 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 legal professional**

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

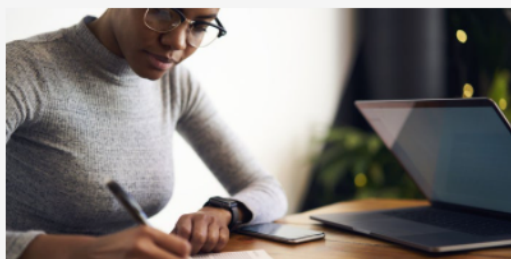
## GETTING THE MOST OUT OF YOUR STUDIES

Many students may feel a little disappointed that they may not experience full traditional face-to-face teaching during the Covid-19 restrictions. This is a completely understandable reaction. However, the move to online teaching and learning has brought with it a number of opportunities and has, ironically, probably improved access to our modules as well as prompted students to engage more deeply than they would otherwise have done.

Our staff has been working tirelessly to develop a world-class linguistics curriculum that has the student learning experience at its heart and is sensitive to the unique needs of students learning in the South African context. In turn, we expect you, as a student of linguistics, to put in as much effort as we have to ensure your own success. The Covid-19 restrictions highlight the importance of developing not only your study skills but also your learning skills and indeed your entire approach to learning and knowledge.

Whilst we transition back to face-to-face teaching, we will need to continue making use of online learning platforms in order to provide you with the necessary support and resources. The section below provides you with a guide for how to make the most of online learning.

### Making the most of online learning



#### [RU Learning Online](#)

A special module for RU students about how to make the most of Online and Multi modality learning that we are following during Lockdown.

#### [Advice on managing your data and internet access](#)

Some practical advice on how to make the most of your data and bandwidth.

#### [21 Study Tips for Online Classes Success](#)

In order to succeed at online learning you need to take responsibility for your own learning. This article outlines some useful ways of getting started.

#### [10 bad listening habits](#)

- **Be aware of the resources available:** There are a variety of resources available through the University and you can also look at the resources on our “Noticeboard and general information” page. Resources and opportunities also include online forums, tutorials, workshops etc.

- **Make use of the resources and opportunities available:** There are plenty of resources out there; it is up to you to decide to use them so that you will achieve excellent results in your studies.
- **Be aware of the time demands involved:** Studying at university is a full-time occupation. It will require at least 8 hours of effort every day during term times. Studying is not a part-time activity that you do in your spare time.
- **Do the work:** Take the time to read the module outlines, manual chapters; engage with the online resources. There are many examples of students who do not log in to RUconnected and who do not submit their work. You cannot succeed if you aren't doing the work.
- **Work consistently:** it is better to put in a regular amount of work every day than doing nothing for several days and then trying to cram it all in at once. Slow and steady wins the race.
- **Be organized:** You will need to have a written timetable so that you use your time efficiently. This is particularly important when you are alternating between face-to-face meetings and online meetings.
- **Make an effort to catch up:** Despite one's best intentions, it is very common to fall behind (e.g. if you get sick). Don't let this stop you from succeeding. If you act timeously you can catch up. In fact, the curriculum has been designed with catch up periods between terms and there are extended windows for submissions of assessments. If you delay it too long, you will find it difficult to catch up: use the opportunities for catching up that are built into the system.
- **Make it social:** Make sure that you have somebody you can talk to about problems and issues. This can be a study-buddy, a friend, a family member, a university counsellor or even a mental health professional. Sometimes it helps to talk issues through with somebody else. Studying should not be a solitary experience.
- **Be equipped:** Make sure you are adequately equipped with a computer that can access the internet, read PDFs, play sound files etc. It doesn't need to be a fancy laptop; it just needs to work reliably. While it is possible to engage with almost all learning materials through a smartphone, it will be easier if you can view complex materials on a larger screen and it will be easier to type your assignments, etc. on a larger keyboard.
- **Be connected:** Make sure you have in place a suitable data plan (e.g. a cellphone data plan, wireless or broadband) that is suitable for your studies. We have designed our modules to be data-flexible, that is able to be used in a variety of ways to minimize data consumption. Depending on the module, each Linguistics 1 module has been calculated to use from 500Mb at a cost from approximately R27. Naturally, your own usage and costs may differ depending on your choices. With that said, you are all required to be back on campus, and should therefore have access to eduroam.
- **Trust the process:** Our lecturers are highly qualified professionals who have your best academic interests at heart. They have worked long and hard to deliver a world-class curriculum to you. They also labour under the same constraints as you e.g. they also have to deal with load shedding, data outages, buying data, computer malfunctions, family drama, deaths, sickness and mental health. The curriculum is designed to ensure the best possible education under the circumstances.

## 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

DPs require the following (specific requirements are listed for each course above and in the module outlines for individual modules).

- Students must submit all linguistics assignments. Failure to submit an assignment will result in a score of 0% for that assignment.
- Students are required to attend 80% of class meetings (i.e lectures and tutorials)

It is your responsibility to contact the departmental administrator and complete a Leave of Absence (LOA) form if you miss any assessments. You will need to provide appropriate evidence to support your claim. Given the generous windows for submission of assignments, it is preferable that you submit the assignment. A LOA will only be granted if the situation makes it impossible for you to have submitted your work during the submission window.

A LOA must be submitted preferably within 1 week of the missed deadline and no later than the last day of teaching in the term (i.e. before the exam/assessment period starts).

- [LOA forms can be obtained from this link](#)

### LATE ASSIGNMENTS AND STUDENT MARKS

- Assignments which are handed in after the due date without prior permission will be penalized at a rate of 10% per day.
- Late submissions after the final date for submission of marks at the end of each semester will not be accepted irrespective of the reasons provided: in this instance you must either have had a LOA granted or received a 0%.
- All late submissions must substantially fulfil the requirements of the task.
- It is each student's responsibility to check that their marks on ROSS accurately reflect their assessments' marks. Contact the lecturer responsible for teaching the module *as soon as the marks are published* on ROSS. After the final date for submission of marks to the Registrar's division, no further mark changes will be made.

## **A WARNING ABOUT PLAGIARISM**

Plagiarism refers to the practice of presenting as your own work material that has been written by someone else, whether intentionally or unintentionally. 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 or paraphrased from an essay or report written by another student;
- is copied or paraphrased from a document downloaded from a website;
- is copied or paraphrased 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 this [link](#).

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].*



## LINGUISTICS 1

AT A GLANCE	
<b>Lectures</b>	<p>2 x pre-recorded lectures per week. 2 x Q&amp;A discussion sessions per week (face-to-face/online)*</p> <p>*The Q&amp;A discussion sessions will take place face-to-face and online (via live streaming). You will be allocated 1 lecture period which you will attend in person, and 1 lecture period which you will attend online. Therefore, each student is required to attend 1 lecture in person and 1 online lecture per week.</p>
<b>Tutorial</b>	<p>1 x face-to-face tutorial per week Asynchronous use of online learning platform (Slack)</p>
<b>Notes</b>	<p>There are 2 modules taught concurrently every week with 1 lecture and each, and 1 shared tutorial.</p> <p>The four first-term modules are examined in June/July and the four second-term modules are examined in November/December.</p>

Linguistics 1 is a first-year course for Humanities, Science, Commerce and Law students. It also includes 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.

## ***RUCONNECTED***

All Linguistics 1 modules are supported via RUconnected. It is very important that you subscribe to the module called “Noticeboard and General Information” as soon as possible.

This module links you to all the other modules in Linguistics 1. It is also where general information and resources as well as announcements are made.

Link: <https://ruconnected.ru.ac.za/course/view.php?id=2311>

Enrolment key: *ling1intro* (no spaces, no caps and a numeral "1" in the centre)

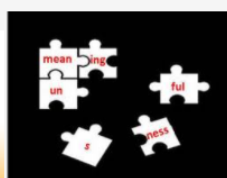
### Linguistics 1: Noticeboard and general information

#### Linguistics 1 course overview

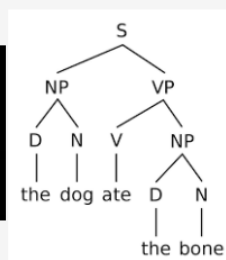
There are eight linguistics 1 modules. You must do all of them. Click on the pictures below to be taken to the respective RUconnected pages for each module.



Sounds of the world



Language and Meaning



Language structures



Language in Africa



Language in childhood



Language in Society and SA



Language in the media

### **SLACK: AN ONLINE TEACHING AND DISCUSSION FORUM**

All modules are supported through online systems. For the most part, RUconnected is the primary system through which all other parts of the course and its modules can be accessed. We also make use of an online interactive shared space for teaching and learning (Slack).

There are 3 ways to access Slack. You may use any (or all of them).

- Through a web browser
- Through a downloadable cellphone app
- Through a downloadable app that is installed on your computer.

**Sign Up**

Sign in: Navigate to *slack.com/get-started* and Sign up. You must sign in with your official Rhodes email address (e.g. [G20D0000@RU.AC.ZA](mailto:G20D0000@RU.AC.ZA)). Do not use your Gmail or any other email address because you will not be able to access our resources.

- [For more information on how to sign up, follow this link.](#)

Once you have signed up you must access the Linguistics 1 resources on the following Slack workspace **rulinguistics1.slack.com** You can also sign up with the following link <https://join.slack.com/t/rulinguistics1/signup>

- [For more information on how to access the workspace, follow this link.](#)

## **DESCRIPTIONS OF LINGUISTICS 1 MODULES**

### **Language Structures**

In this module we explain the systematic rules of English, and of Language in general, 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

### **Language in South Africa and Society**

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

### **Sounds of the World**

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

### **Language in Context**

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

### **African Linguistics**

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

### **Language in Childhood**

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

### **Language and Meaning**

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

### **Language in the Media**

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)

## **PROGRAMME OUTLINE FOR LINGUISTICS 1**

*Note that changes to this outline may occur depending on Covid-19 and other contextual factors*

	<i>Monday/Tuesday</i>	<i>Wednesday/Thursday</i>
TERM 1	<b>INTRODUCTION TO LINGUISTICS</b> Tracy Bowles	
	<b>SOUNDS OF THE WORLD</b> Camilla Christie	<b>LANGUAGE IN SOUTH AFRICA AND SOCIETY</b> Kelly Kilian
TERM BREAK		
TERM 2	<b>LANGUAGE AND MEANING</b> Mbali Jiyane	<b>LANGUAGE IN CONTEXT</b> Dr Idowu Adetomokun
MIDYEAR EXAM/ASSESSMENT PERIOD AND BREAK		
TERM 3	<b>LANGUAGE STRUCTURES</b> Dr Will Bennett	<b>LANGUAGE IN CHILDHOOD</b> Lecturer to be announced
TERM BREAK		
TERM 4	<b>AFRICAN LINGUISTICS</b> Prof. Ron Simango	<b>LANGUAGE IN THE MEDIA</b> Lecturer to be announced
YEAR END EXAM/ASSESSMENT PERIOD AND BREAK		

## **CLASS MEETINGS**

You will complete two modules running in parallel during the week. There are three class “meetings” a week for each student: one face-to-face Q&A session, one online Q&A session and one face-to-face tutorial. The tutorial will be supported via an asynchronous online platform, Slack.

**The Q&A discussion sessions are held on Mondays at 9.35 and on Wednesdays at 11.25.** Each student will be assigned to one of these sessions in person (i.e. face-to-face), and they will attend the alternative session online.

*For example, let's say that Thando Mvume is assigned to Monday's Q&A session in-person. He will need to attend this lecture face-to-face by physically going to the lecture venue during this lecture period. On a Wednesday, Thando will not go to the lecture venue, but will instead log into the lecture Q&A session using an online link. Similarly, if Sarah Cole is assigned to the Wednesday in-person session, she will attend the Monday lecture Q&A session online, and will attend the lecture face-to-face on a Wednesday at the lecture venue.*

**What you are required to do each week:**

- Watch the lecture material available through RUconnected (typically this will be a video or narrated lecture) before the lecture Q&A discussion sessions.
- Attend two lecture Q&A discussion sessions a week: one online and one in person.
- Attend one tutorial a week. These will be done face-to-face on Tuesdays and Thursdays respectively.
- Post questions and comments on the Slack channel (also available through RUconnected).

Success in the course depends on engaging seriously with the lectures, the prescribed manuals (these are provided by the department), participating in the Q&A lecture discussion sessions, tutorial discussions and completing written assignments, tests and other assessments. All lecture and tutorial material is examinable. Further reading may be prescribed in lectures. It, too, is examinable.

## **ASSESSMENT DATES AND DEADLINES**

A set of dates and deadlines for each module will be published on the “Noticeboard and General Information” page early in the year. Plan ahead to make sure you can complete the assignments.

Your year mark for Linguistics 1 is calculated as follows:

$$\text{Semester 1 (50\%)} + \text{Semester 2 (50\%)} = \text{Year Mark (100\%)}$$

Each Semester consists of four modules.

$$\text{Module 1 (12.5\%)} + \text{Module 2 (12.5\%)} + \text{Module 3 (12.5\%)} + \text{Module 4 (12.5\%)} = \text{Semester Mark (50\%)}$$

The assessment for each module can be found in the module outline for each module. Unless stated otherwise, all assessments, quizzes, essays, assignments etc, count toward your module mark.

## **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. Due to the national health crisis around Covid-19, DP requirements are as follows.

- Students must submit all assignments. Failure to submit an assignment will result in a score of 0% for that assignment.
- Students should attend 80% of class meetings.

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

The **class record** is based on all assessments (e.g. essays, quizzes, tests, assignments, etc.) written over the course of the year as well as on weekly quizzes set for some modules.



## **PRESCRIBED TEXTS**

Each module is supported through a module manual. Each week focuses on a different chapter. There are workpoints for each week for discussion in your tutorials. The manuals produced by the Department of English Language and Linguistics. Additional reading may be prescribed from time to time.

## **CAMBRIDGE UNIVERSITY PRESS PRIZE**

The Cambridge University Press Prize is awarded annually to the top Linguistics 1 student who proceeds to Linguistics 2. It usually takes the form of a book award. The winner will be awarded the prize at a departmental ceremony if circumstances allow.

## **COURSE COORDINATOR**

For any queries about Linguistics 1, please email the course coordinator, Ms Tracy Bowles, at [t.bowles@ru.ac.za](mailto:t.bowles@ru.ac.za) (Semester 1) or Prof. Mark de Vos, at [m.devos@ru.ac.za](mailto:m.devos@ru.ac.za) (Semester 2).

## **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 one tutorial a week 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

The second-year course consists of two modules taught in a term (i.e four modules in semester 1 and semester 2).

AT A GLANCE	
<b>Lectures</b>	2 x pre-recorded lectures per week. 2 x Q&A discussion sessions per week (face-to-face/online)*  *The Q&A discussion sessions will take place face-to-face and online (via live streaming). You will be allocated 1 lecture period which you will attend in person, and 1 lecture period which you will attend online. Therefore, each student is required to attend 1 lecture in person and 1 online lecture per week.
<b>Tutorial</b>	2 x Zoom tutorials

### ***RUCONNECTED AND ONLINE LEARNING***

All Linguistics 2 modules are supported via RUconnected. It is very important that you subscribe to the module called “Admin and Announcements” as soon as possible. This module links you to all the other modules in Linguistics 2. It is also where general information and resources as well as announcements are made.

Link: <https://ruconnected.ru.ac.za/course/view.php?id=8567#section-0>  
Enrolment key: None

### ***DESCRIPTIONS OF LINGUISTICS 2 MODULES***

Please consult the detailed programme outline to see which ones are on offer this year; not all modules are taught in any given year. Prescribed and recommended texts are indicated below. Buy the prescribed texts in advance.

#### **African Linguistics: Morphosyntax of Southern African Languages**

This module covers some of the following topics:

- Bantu languages overview
- Agglutination and word formation
- The verb complex
- Grammatical functions and agreement
- Argument structure-changing operations
- Object marking parameters

**Recommended texts:**

- Webb, V. & Kembo-Sure 2000. *African Voices*. Oxford: Oxford University Press.
- Mesthrie, R. ed. 2000. *Language and Social History* (2<sup>nd</sup> edition). Cape Town: David Philip.

**Discourse Analysis**

More detail on this module will be supplied closer to the time it begins.

**Recommended texts:**

- Fairclough, N. (2001) (2nd Ed.) *Language and Power*. New York: Longman. Chapter 1 and 2, at least.
- Fairclough, Norman, Mulderrig, Jane and Wodak, Ruth (2011) Critical Discourse Analysis. In Van Dijk, Teun (ed.) *Discourse Studies: A Multidisciplinary Introduction* (2nd Ed.) London: Sage, pp. 357-378.
- Van Dijk, Teun (2011) Discourse and Ideology. In Van Dijk, Teun (ed.) *Discourse Studies: A Multidisciplinary Introduction* (2nd Ed.) London: Sage, pp. 379-407.
- Machin, David and Mayr, Andrea (2012) *How to Do Critical Discourse Analysis: A Multimodal Introduction*. UK: SAGE Publications Ltd. Selected chapters. (not in 2016)

**Linguistics and Community**

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

**Pragmatics: the study of meaning in context (will substitute Linguistics and Community)<sup>2</sup>**

This module explores how linguistic meaning is not static but is dynamically created through the linguistic interactions of people in different contexts. We will look at some of the linguistic resources that speakers have at their disposal (e.g. deixis, reference, word order) to manipulate meaning and we will explore various topics such as:

- Indigenous dog naming practices as an illustration of indirect meaning
- Using hints and indirect language to convey meaning (implicature)

---

<sup>2</sup> Depending on COVID-19 restrictions

- Politeness
- Deixis and Reference: using language to pinpoint things and events in space and time.

### **Psycholinguistics**

This module aims to increase your understanding of language acquisition, in particular second language acquisition and language learning. This module will expose you to theories and central arguments around second language acquisition. This module covers the following topics:

- theories on second language acquisition
- the nature of learner language: second language analysis
- comparing L1 and L2 acquisition
- affective, social and cultural factors in L2 acquisition
- bilingualism

### **Phonetics and Phonology**

This module covers various topics in phonetics, phonology, and the phonetics-phonology interface, including themes such as:

- 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

### **Sociolinguistics**

This module covers some of the following topics:

- sociolinguistic concepts
- research procedures (dialectology, variation studies)
- variation based on age, class, social network and ethnicity

### **Syntax**

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

- constituent structure
- Relationships between constituents: Binding; C-command; Merge; Move; Agree.
- clause structure and argument structure
- Phrase structure and X-bar Theory
- Cross-linguistic similarities and differences
- A derivational (Minimalist) approach to syntactic structure

### **Systemic Functional Linguistics**

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

- an introduction to the Systemic Functional model of context
- more detailed analyses of the Ideational and Interpersonal metafunctions
- real-world applications of Systemic Functional Linguistics

**Prescribed text:** Bloor, T. & Bloor, M. 2013. *The Functional Analysis of English* (3<sup>rd</sup> edition). London: Routledge (available as an ebook via the Rhodes University Library).

## **PROGRAMME OUTLINE FOR LINGUISTICS 2**

The course consists of eight modules. The first four modules are examined in June, and the second four modules are examined in November.

*Note that changes to this outline may occur depending on Covid-19 and other contextual factors*

	<i>Module A</i>	<i>Module B</i>
TERM 1	<b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Dr Ian Siebörger	<b>AFRICAN LINGUISTICS</b> Mbali Jiyane
TERM BREAK		
TERM 2	<b>PSYCHOLINGUISTICS</b> Tracy Bowles	<b>PHONOLOGY</b> Dr Will Bennett
MIDYEAR EXAM/ASSESSMENT PERIOD AND BREAK		
TERM 3	<b>SOCIOLINGUISTICS</b> Kelly Kilian	<b>LINGUISTICS &amp; COMMUNITY<sup>3</sup></b> Prof. Mark de Vos
TERM BREAK		
TERM 4	<b>SYNTAX</b> Prof. Mark de Vos	<b>DISCOURSE ANALYSIS</b> Dr Idowu Adetomokun
YEAR END EXAM/ASSESSMENT PERIOD AND BREAK		

---

<sup>3</sup> In the event that Covid-19 restrictions prevent face-to-face learning the Department will replace this module with Pragmatics.

### **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. Due to the national health crisis around Covid-19, DP requirements are as follows.

- Students must submit all assignments. Failure to submit an assignment will result in a score of 0% for that assignment.
- Students need to attend 80% of class meetings.

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

### **THE VIVIAN DE KLERK PRIZE**

This prize is awarded annually to the top Linguistics 2 student who proceeds to Linguistics 3. It is named for Professor Vivian de Klerk who was Head of Department from 1990 to 2006. She was the first woman Professor at Rhodes and one of the first woman Heads of Department at the University. She was a prolific researcher, became a rated NRF scholar and is currently a Professor Emeritus at our Department.

### **COURSE COORDINATOR**

For any queries about Linguistics 2, please email the course coordinator, 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.

### **CLASS MEETINGS**

There are four class meetings a week for each student: two online tutorials and two in-person lecture Q&A sessions, one of each devoted to each module.

**The lecture Q&A discussion sessions are held on a Monday at 11.25 and on a Wednesday at 8.40.** Each student will be allocated one of these lectures to attend in person (i.e face-to-face) and one which they will attend online per week.

*For example, let's say that Thando Mvume is assigned to Monday's Q&A session in-person. He will need to attend this lecture face-to-face by physically going to the lecture venue during this lecture period. On a Wednesday, Thando will not go to the lecture venue, but will instead log into the lecture Q&A session using an online link. Similarly, if Sarah Cole is assigned to the Wednesday in-person session, she will attend the Monday lecture Q&A session online, and will attend the lecture face-to-face on a Wednesday at the lecture venue.*



**Online tutorials are held on a Thursday at 9.35 or 10.30, AND on a Friday at 10.30 or 11.25.** These will take place on Zoom.

Success in the course depends on reading the prescribed readings, participating in tutorial discussions and completing written assignments and tests. Lecture material is examinable. Further details will be provided by lecturers.

### ***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.

- The Department of Literary Studies in English will set its own DP requirements for the relevant modules which may differ from those for the Department of Linguistics and Applied Language Studies.
- Students must submit all linguistics assignments. Failure to submit an assignment will result in a score of 0% for that assignment.
- Students are required to attend 80% of class meetings.

## **LINGUISTICS 3**

Linguistics 3 features two modules taught concurrently, normally totalling 5 class meetings per week.

<b>AT A GLANCE</b>	
<b>Lectures</b>	3 face-to-face lectures
<b>Tutorial</b>	2 face-to face tutorials

**The lecture sessions will take place on Mondays at 12.20, Tuesdays at 7.45 and Wednesdays at 8.40.**

**Tutorials are held on Thursdays at 8.40 or 9.35, and on Fridays at 9.35 or 10.30.**

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

### ***RUCONNECTED***

All Linguistics 3 modules are supported by RUconnected. It is important that you subscribe to the module called “Welcome to Linguistics 3” as soon as possible. This module will link you to all the other modules in Linguistics 3; once you are enrolled in the welcome page, you should be automatically enrolled in RUconnected pages specific to each module. It is also where general information and resources as well as announcements are made.

Link: <a href="https://ruconnected.ru.ac.za/course/view.php?id=3113">https://ruconnected.ru.ac.za/course/view.php?id=3113</a> Enrolment key: ling3 (all lower case, numeral three)
---

Some modules may also use other online platforms, such as Slack or Zoom. Please consult the RUconnected page for each module to see more specific details about which other platforms are used and how you can access them.

### ***DESCRIPTIONS OF LINGUISTICS 3 MODULES***

Please consult the detailed programme outline to see which ones are on offer this year; not all modules are taught in any single year. Prescribed and recommended texts are indicated below. Buy the prescribed texts in advance.

#### **African Linguistics**

This module offers an opportunity to students to explore more closely the complexity of the Bantu verbal morphology and its interaction with syntax. The goal of this module is to deepen students' theoretical knowledge of complex predication through an examination of common syntactic processes as reflected in some Southern African Bantu languages. Topics include:

- Interlinear glossing
- Argument Structure
- Grammatical Functions
- Argument Structure-changing morphology
- Grammatical Function-changing processes
- Object marking and linguistic variation in Bantu

### **Introduction to Sign Language Linguistics**

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, syntax and pragmatics
- 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

### **Phonology**

This module introduces you to higher-level questions of linguistic theory and typology than those covered in previous years. This includes the following topics:

- basic concepts of phonological theory and reasoning from phonological data
- phonetics vs. phonology
- fundamentals of metrical phonology
- the typology of stress patterns and metrical foot structures
- phonological typology as an area of study
- Optimality Theory

### **Psycholinguistics**

This module introduces you to the fast-developing field of the linguistics of literacy, with a specific focus on written language processing. This module covers some of the following topics:

- Language in Education in South Africa
- Metalinguistic skills involved in reading
- Factors affecting visual word recognition
- Models of word recognition
- Dyslexia

### **Systemic Functional Linguistics**

This module offers a deeper investigation of the Interpersonal Metafunction of language. It includes:

- The Mood System (Declarative, Interrogative and Imperative)
- Affect (language used to express emotion)
- Judgement (language used to evaluate people's behaviour)
- Appreciation (language used to evaluate objects)
- Graduation (language used to tone meanings up and down)

**Prescribed texts:**

Bloor, T. & Bloor, M. 2013. *The Functional Analysis of English* (3<sup>rd</sup> edition). London: Routledge

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

(Both of these are available as ebooks via the Rhodes University Library).

**Sociolinguistics**

This module introduces you to the phenomenon of codeswitching within the South African context and in relation to urbanisation. Another aspect of this module involves the investigation of pidgins and creoles, specifically the circumstances under which they arise and develop. This module covers some of the following topics:

- diglossia
- codeswitching
- pidgins and creoles
- The politics of multilingual societies

**Syntax**

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

- constituent structure
- Relationships between constituents: Binding; C-command; Merge; Move; Agree.
- clause structure and argument structure
- Phrase structure and X-bar Theory
- Cross-linguistic similarities and differences
- A derivational (Minimalist) approach to syntactic structure

**Prescribed text:** Haegeman, L. 2006. *Thinking Syntactically: A Guide to Argumentation and Analysis*. Malden: Blackwell.

### **PROGRAMME OUTLINE FOR LINGUISTICS 3**

*Note that changes to this outline may occur depending on Covid-19 and other contextual factors*

	<i>Module A</i>	<i>Module B</i>
TERM 1	<b>PHONOLOGY</b> Dr Will Bennett	<b>PSYCHOLINGUISTICS</b> Tracy Bowles
TERM BREAK		
TERM 2	<b>SYSTEMIC FUNCTIONAL LINGUISTICS</b> Dr Ian Siebörger	<b>SOCIOLINGUISTICS</b> Kelly Kilian
TERM 3	<b>LANGUAGE STRUCTURES</b> Prof. Mark de Vos	<b>DISCOURSE ANALYSIS</b> Dr Idowu Adetomokun
TERM BREAK		
TERM 4	<b>AFRICAN LINGUISTICS</b> Prof. Ron Simango	<b>INTRODUCTION TO SIGN LANGUAGE LINGUISTICS</b> Dr Ian Siebörger
YEAR END EXAM/ASSESSMENT PERIOD AND BREAK		

### **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. Due to the national health crisis around Covid-19, DP requirements are as follows.

- Students must submit all assignments timeously. Failure to submit an assignment will result in a score of 0% for that assignment.
- Students who do not complete one or more major assignments before the exam period may have their DP suspended at the discretion of the course coordinator.
- Students are required to attend 80% of class meetings.

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

### **THE BRANFORD PRIZE**

This prize is named for Professor Jean Branford and Professor Bill Branford and 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. The Prize is awarded at the annual departmental farewell function and is also recorded in the Graduation Booklet.

Jean Branford lectured in Phonetics at Rhodes from 1964 to 1988 and during this time, she joined the Dictionary Unit for South African English (DSAE) as a researcher and compiler. Here she wrote her seminal work, *A Dictionary of South African English*, and was also the Associate Editor of *A Dictionary of South African English on Historical Principles* ([Grocott's Mail February 4 2020](#))

Professor Bill Branford was the founder and Head of Department from 1978. He was educated at the universities of Cambridge, Cape Town and Natal. He also founded the Dictionary Unit for South African English and served as the Director of the Institute for the Study of English in Africa (ISEA) for ten years. He wrote *The Elements of English and Structure, Style and Communication*. He is fondly remembered for introducing the Japanese module which was taught for almost 40 years in the Department. as well as for the characters in his syntactic examples, like "Sandringham".

### **COURSE COORDINATOR**

For any queries about Linguistics 3, please email the course coordinator, Ms Tracy Bowles, [t.bowles@ru.ac.za](mailto:t.bowles@ru.ac.za) (Semester 1) or Dr Ian Siebörger, [ian.sieborger@ru.ac.za](mailto:ian.sieborger@ru.ac.za) (Semester 2).

### **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 Linguistics 3 course.

### **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. Due to the national health crisis around Covid-19, DP requirements are as follows.

- The Department of Literary Studies in English will set its own DP requirements for the relevant modules which may differ from those for the Department of Linguistics and Applied Language Studies.
- Students must submit all linguistics assignments. Failure to submit an assignment will result in a score of 0% for that assignment.
- Should face-to-face meetings resume then DP requirements will be adjusted accordingly.



## **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 <https://www.ru.ac.za/linguisticsandappliedlanguagestudies/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 this year are provided below.

### **COMPULSORY MODULES**

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

### **ELECTIVES**

#### **Extended modules**

Module 2:    Phonetics and Phonology  
Module 3:    Introduction to Minimalist Syntax  
Module 8:    Contact Linguistics  
Module 9:    The Psycholinguistics of Literacy  
Module 10:   The Investigation of Interpersonal Meaning  
Module 12:   Corpus Linguistics  
Module 16:   Language and Knowledge  
Module 17:   Critical Discourse Analysis

Extended modules have a class every week for an entire semester and will all be conducted online.

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 [at this link](#), or contact the Postgraduate Coordinator, Kelly Kilian ([k.kilian@ru.ac.za](mailto:k.kilian@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 RUconnected course for further details.

### **COURSE COORDINATOR**

For any queries about Professional Communication, please email the course coordinators, Dr Ian Siebörger, [ian.sieborger@ru.ac.za](mailto:ian.sieborger@ru.ac.za) or Ms Mbali Jiyane, [m.jiyane@ru.ac.za](mailto:m.jiyane@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 RUconnected course for further details.

### **COURSE COORDINATOR**

For any queries about Professional Communication for Accountants, please email the course coordinators, Ms Mbali Jiyane, [m.jiyane@ru.ac.za](mailto:m.jiyane@ru.ac.za) and Dr Idowu Adetomokun, [i.adetomokun@ru.ac.za](mailto:i.adetomokun@ru.ac.za)