The Linguistics Student's Handbook 2025

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 of this booklet 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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LINGUISTICS AT RHODES UNIVERSITY

In 1964 Rhodes University established the Language section of its Department of English[1]. 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. Mark de Vos: *Associate Professor and Head of Department*
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[1]. Now known as the Department of Literary Studies in English.

TUTORS

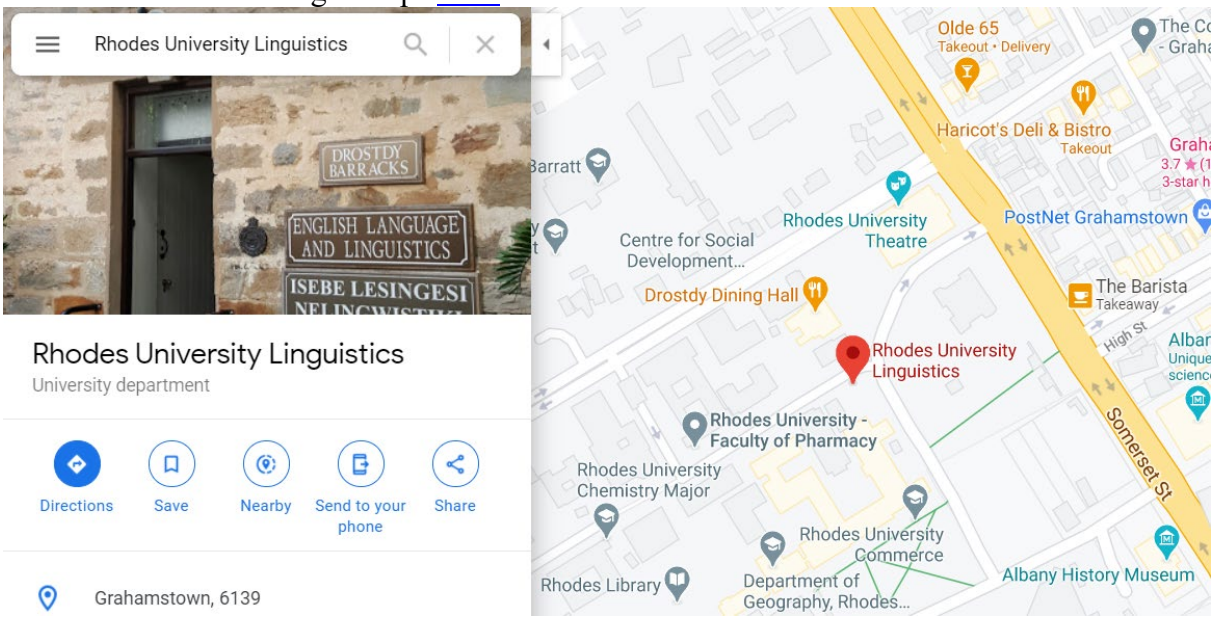
Tutors assist in the teaching of all undergraduate courses. We strongly advise that you learn the names and email addresses of those who teach you. Consult the teaching staff when difficulties arise, rather than allowing problems to accumulate until just before a test or examination.

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

- Introduce students to a range of General Linguistics and Applied Linguistics disciplines

in a sufficiently comprehensive curriculum that speaks to linguistics curricula in the broader international disciplinary community
- Prepare students with the requisite theoretical frameworks and research skills for postgraduate study, research production as well as for work in the information economy
- 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 in particular and Africa more generally;

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.

There are two main foci of the Linguistics curriculum at Rhodes that set it apart from other language offerings at other universities.
- What language is used for
- What language consists of

What Language is used for: Language is a major tool that humans use to shape society. The study of this aspect of Linguistics involves the study of language in society, language in Text and Discourse, Language in Education, etc.
What language consists of: Language is a very powerful set of cognitive and social tools that operate in specific technical ways. We study the building blocks of language – what language fundamentally consists of across many different languages, e.g. the study of sounds, words, structures and the study of how these are implemented in the diverse languages of the world.

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.

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 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
Cyber Security
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
- Learning an additional language
- Storing and retrieving meanings
- The relation between language and the brain
- Language disorders such as and dyslexia

For the journalist or media professional

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

For the legal professional

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

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 or removal of DP certificate.
- 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 applications must be submitted via 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 including weekend days.
- Late submissions after the last day of teaching in 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	
Lectures	2 x lectures per week (Monday & Wednesday)
Tutorial	2 x tutorials per week (Tuesday & Thursday)
Notes	There are 2 modules taught concurrently every week with 1 lecture and each, and 1 tutorial each. The four first-term modules are examined in June/July and the four second-term modules are examined in November/December.

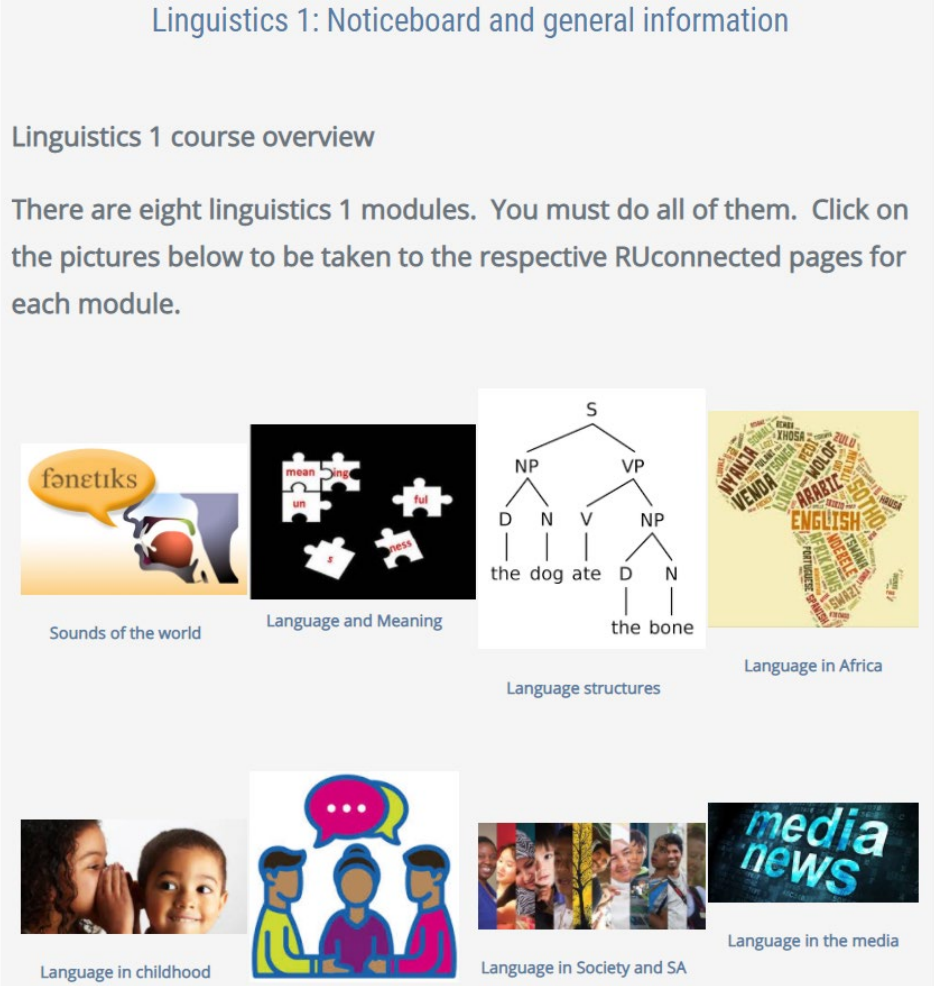
Linguistics 1 is a first-year course for Humanities, Science, Commerce and Law students. It also includes Linguistics 1 for Education, a stream tailored to the needs of BEd (Foundation Phase) students. (See below.) It may be taken as a self-contained unit or (in the Humanities, Commerce and Science Faculties) 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.



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 12 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.

	Monday/Tuesday	*Wednesday/Thursday*
TERM 1	**INTRODUCTION TO LINGUISTICS**	
	LANGUAGE AND MEANING Ms Mbali Jiyane	**LANGUAGE IN SOUTH AFRICA AND SOCIETY** Ms Paige Cox
TERM BREAK		
TERM 2	**LANGUAGE STRUCTURES** Prof. Mark de Vos	**LANGUAGE IN CHILDHOOD** Ms Puleng Tse'hla
MIDYEAR EXAM/ASSESSMENT PERIOD AND BREAK		
TERM 3	**SOUNDS OF THE WORLD** Prof. Will Bennett	**LANGUAGE IN CONTEXT AND CONVERSATION** Dr Idowu Adetomokun
TERM BREAK		
TERM 4	**AFRICAN LINGUISTICS** Ms Onelisa Slater	**LANGUAGE IN THE MEDIA** Dr Ian Sieborger
YEAR END EXAM/ASSESSMENT PERIOD AND BREAK		

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. 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.

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.

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:

Semester 1 (50%) + Semester 2 (50%) = Year Mark (100%)

Each Semester consists of four modules.

Module 1 (12.5%) + Module 2 (12.5%) + Module 3 (12.5%) + Module 4 (12.5%) = 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. The 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.

ASSESSMENT

In the Linguistics 1 component, coursework counts 50%; two 1:30-hour examinations in June and two in November count 50%.

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, Prof Will Bennett, at w.bennett@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.

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 Paige Cox at paige.cox@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	
Lectures	3 x lectures per week.
Tutorial	2 x tutorials per week.

RUCONNECTED

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.

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* (2nd edition). Cape Town: David Philip.

Discourse Analysis
This module is designed to introduce you to Conversation and Discourse Analysis. This is to familiarise you with the study of the organisation for everyday conduct. During this module, you will be able to explore how language is used in real life and how texts are connected: internally and across texts. You will be able to understand how language in context makes meaning and be able to analyse examples of text usefully.

This module covers the following topics:

- How does conversation work?
- Conversational analysis, assumptions and their methodological implications
- Tools for analysis, demonstration of the tools
- Information distribution
- Linguistics approach to discourse analysis

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)
- Sinclair, J. and Coulthard, M., 2013. Towards an analysis of discourse. In *Advances in spoken discourse analysis* (pp. 7-40). Routledge.

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

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

Multilingualism

This module covers some of the following topics:

- Multilingual societies in South Africa
- Language planning and language in education
- Theories in understanding multilingualism
- Cognitive science

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* (3rd 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.

	Module A	*Module B*
TERM 1	**SYSTEMIC FUNCTIONAL LINGUISTICS** Dr. Ian Siebörger	**PSYCHOLINGUISTICS** Dr. Michael James
TERM BREAK		
TERM 2	**PHONETICS AND PHONOLOGY** Prof. Will Bennett	**DISCOURSE ANALYSIS** Dr. Idowu Adetomukun
MIDYEAR EXAM/ASSESSMENT PERIOD AND BREAK		
TERM 3	**SYNTAX** Prof. Mark de Vos	**LINGUISTICS AND COMMUNITY** Prof. Mark de Vos
TERM BREAK		
TERM 4	**AFRICAN LINGUISTICS** Ms Selina Wayimba	**MULTILINGUALISM** Ms Mbali Jiyane
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. The 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, Dr Ian Sieborger, at ian.sieborger@ru.ac.za

CLASS MEETINGS

There are five meetings per week: three lectures and two tutorials. Two modules are taught concurrently throughout the year. Lectures are given on Mondays in Period 5, Tuesdays in Period 1 and Wednesdays in Period 2. 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.

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.

ASSESSMENT

The final mark for Linguistics 2 is calculated as follows;

- Coursework counts 50%
- two 3-hour examinations in June and two in November count 50%.

LINGUISTICS 3

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

AT A GLANCE	
Lectures	3 x lectures
Tutorial	2 x 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.

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

Multilingualism and Education
This module seeks to deepen the understanding of how multilingualism influences teaching and learning processes. This module covers some of the following topics:

- Enhance teaching in diverse languages.
- Explore multilingual education dynamics.
- Address challenges in multilingual classrooms
- Foster inclusive learning environments.

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* (3rd 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).

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

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.

Discourse analysis
This module introduces you to how language is situated in cultural and contextual power dynamics. This module provides the following:

- What is Critical Discourse Analysis (CDA)
- Central concepts: discourse, ideology and power
- Theoretical underpinnings of CDA
- Processesses and Participants
- Modality: epistemic, relational and expressive
- Intertextuality
- Multimodality and the Social Media

PROGRAMME OUTLINE FOR LINGUISTICS 3

Note that changes to this outline may occur

	Module A	*Module B*
TERM 1	**PHONETICS AND PHONOLOGY** Prof. Will Bennett	**LANGUAGE STRUCTURES** Prof. Mark de Vos
TERM BREAK		
TERM 2	**MULTILINGUALISM AND EDUCATION** Ms Mbali Jiyane	**SYSTEMIC FUNCTIONAL LINGUISTICS** Dr. Ian Siebörger
MIDYEAR EXAM/ASSESSMENT PERIOD AND BREAK		
TERM 3	**PSYCHOLINGUISTICS** Ms Tracy Bowles	**AFRICAN LINGUISTICS** Ms Selina Wyimba
TERM BREAK		
TERM 4	**DISCOURSE ANALYSIS** Dr. Idowu Adetomokun	**SIGN LANGUAGES** Dr. Ian Siebörger and Ms Puleng Tse'hla
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. The 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, Prof Mark de Vos, at m.devos@ru.ac.za

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 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.

ASSESSMENT

The final mark for Linguistics 3 is calculated as follows;

June Exam	21.25%;
November Exam	21.25%;
Class record	42.50%;
Research Report	15.00%

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 coordinator, Ms Mbali Jiyane, m.jiyane@ru.ac.za.

ASSESSMENT

The final mark for Professional Communication will be calculated as follows:

Class record:	60%
Exam mark:	40%

To pass Professional Communication, students must attain a 50% mark overall according to the 60:40 ratio above. The Class Record mark is divided up as follows:

Test	10%
Workpoints for Handing In	10%
Lecture Quizzes	5%
Business Letter and Email Assignment	10%
Individual Presentation	15%
Integrated Report Assignment	20%
Integrated Report Assignment: peer assessment	5%
Group Presentation: group mark	10%
Group Presentation: individual mark	10%
Group Presentation: peer assessment	5%

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.

ASSESSMENT
All assessment activities listed below are DP requirements for the course.

Your total mark for this course is made up as follows:

Business letter and email assignment	25%
Individual spoken presentation	25%
Main test	20%
Class test	10%
Workpoints for handing in	10%
Podcast quizzes	10%

There will be no written examination for this course.