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COURSE SYLLABUS
ENGLISH LANGUAGE AND LITERATURE PROGRAM
INDONESIA UNIVERSITY OF EDUCATION

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Course Title: Schools of Linguistics
Total Credit: 2
Time: Tuesday/10.40-12.10/04.159
               Wednesday/10.40-12.10/04.159
Lecturers: Dr. Didi Sukyadi
               Ruswan Dallyono, MPd.

Course Description

This course is aimed to provide you an opportunity to explore development in linguistic thoughts. You will read some readings concerning major schools of linguistics and try to describe distinctive features of them. Then, you are required to compare and contrast several schools that you know quite well and criticize their strengths and weaknesses. In the end, you should be able to assess the tradition or school of thought followed by two linguistic works you choose to discuss. To achieve the goals, you are required to present your reading and submit your final paper.

Course Objective

At the end of the course, the course participants are expected to be able to:
1) Identify and explain various schools of thought in linguistics.
2) Compare and contrast similarities and differences of two schools of linguistics

Assessment

1) Grade A will be given if you could do 85% of the mid test questions and produce an original and critical academic paper in schools of linguistics
2) Grade B will be given if you could do 75% of the mid test questions and produce a critical academic paper in schools of linguistics
3) Grade C will be awarded if you could produce 65% of the mid test questions and produced a mediocre essay in schools of linguistics
4) Grade E will be awarded if you are involved in plagiarism, poor attendance, do not join mid test, or do not submit final paper.

Topics of Discussion

Session	Topics	References
1	Introduction	Sampson, Geoffrey (1980). School of Linguistics: Stamford: Stamford University Press
2	Historical linguistics	
3	Saussure: language as a social fact	
4	The descriptivist	
5	The Sapir-Whorf Hypothesis	Crowley, Terry (1992) An *Introduction to Historical Linguistics*: Oxford: Oxford University
6	Functionalist linguistics: The Prague School	
7	Functional Grammar: Halliday SFG	
8.	Noam Chomsky and Generative Grammar	
9.	Mid Test	Freddy, Maria (2004) *Functional Grammar: An Introduction for EFL students*. E-book.
10.	Relational Grammar	
11.	Generative phonology	
12.	The London School	
13.	Paper writing	
14.	Paper writing	

15.	Paper writing	
16.	Paper writing	
17.	Paper submission (Final test)	

Course Policies:
1) Students and lecturers should come to the class on time.
2) Teacher's coming late will be tolerated not more than 15 minutes.
3) Students' coming late will be tolerated not more than 10 minutes.
4) Students coming late after attendance checked will be considered as absent.
5) Students should wear a proper and acceptable dress.
6) Students who are disrupted will be dismissed from the class.
7) Students who do not do the assignment will be expelled from the class.
8) Students whose attendance is less than 80% will not be able to join Mid and Final test.
9) Students submitting non original assignment will not be accepted
10) Students who cheat during the exam or commit plagiarism will be failed.
11) Late assignment will not be accepted.

SATUAN ACARA PERKULIAHAN
Course Title: School of Linguistics
Course Leader: Dr. Didi Sukyadi

Week	Topics	Objectives	Learning Activities	Evaluation	Sources
1	Introduction	After the lesson, the students are expected to be able to understand the course policy, the topic they should cover and assignment they should do	1) Students identify the course objectives as written on the syllabus 2) Students identify learning activities, tasks and assignments they should do 3) Students identify how they work will be assessed and evaluated. 4) Students form group work for their presentation	Assignment	
2	Historical linguistics	After the lesson, the students are expected to be able to explains the approach to linguistic studies before synchronic approach as proposed by Saussure in the late of 20th century	1) Students identify the definition of historical linguistics, its approach and how it is different from diachronic approach 2) Students identify the factors causing language change and its related theories 3) Students identify some types of sound changes.	Assignment	Power Point presentation on "Historical Linguistics"
3	Saussure: language as a social fact	After the lesson, the students are expected to be able to describe Saussure ideas concerning synchronic and diachronic linguistics	1) Students clarify the biography of Saussure 2) Students Saussure's ideas concerning language state, language and parole, syntagmatic and paradigmatic relation 3) Students identify Saussure's attack on the weaknesses of diachronic approach to linguistic study. 4) Students contrast the differences between parole and langue from Saussure and competence and performance from Chomsky.	Assignment	Sampson, Geoffrey (1980). Chapter 1.

4.	The Descriptivists	After the lessons, the students are expected to be able to describe the characteristics of descriptive approach to language studies	1) Students read chapter 2 of Sampson (1980) 2) Students identify the founder of descriptive approach and its characteristics 3) Students identify the differences of descriptive approach and that of western European tradition in linguistic studies.	Assignment	Sampson, Geoffrey (1980). Chapter 2.
5.	The Sapir-Whorf Hypothesis	After the lessons, the students are expected to be able to explain the Sapir-Whorf Hypothesis	1) Students explain the main framework of Sapir-Whorf hypothesis 2) Students explain why the theory is called after Sapir and Whorf. 3) Students are able to explain the relation between Sapir and Whorf hypothesis and lingyistic determinism and language universal	Assignment	Sampson, Geoffrey (1980). Chapter 3.
6	Functionalist linguistics: The Prague School	After the lessons, the students are expected to be able to clarify the founder of Prague School and its main idea	1) Students define explain the meaning of functional and functionalist 2) Students explain who the founder of Prague School is 3) Students explain the main tenet of Prague School 4) Students give an example of how to analyze language according to Prague Schools.	Assignment	Sampson, Geoffrey (1980). Chapter 4.
7	Functional Grammar: Halliday SFG	After the lesson, the students are expected to be able to understand the general idea of systemic and functional grammar	1) Students identify the distinction between Prague School and Systemic and Functional Grammar 2) Students explain some basic terminologies in functional grammar such field, tenor, mode, transitivity, and theme and rheme.	Assignment	Maria Freddi, 2004. e-book

8.	Noam Chomsky and Generative Grammar	After the lesson, the students are expected to be able to explain Chomsky's contribution to the study of language	1) Students explain Chomsky's idea concerning observatory and adequacy policy 2) Students distinguish Chomsky's idea on competence and performance 3) Students explain the main theory and generative and transformational grammar 4) Students explain what is meant by minimalist syntax and universal grammar.	Assignment	Sampson, Geoffrey (1980). Chapter 5.
9	Mid Test			Written Test	Mid Test
10	Relational Grammar	After the lesson, the students are expected to explain the main idea of relational grammar.	1) Students explain the maim ideas of relational grammar 2) Students give examples of language analysis based on relational grammar.	homework	Sampson, Geoffrey (1980). Chapter 6.
11	Generative phonology	After the lesson, the students are expected to be able to explain the main idea of generative phonology	1) Students explain the definition of generative phonology 2) Students explain the main idea of generative phonology 3) Students identify the influence of generative phonology on how we view language	homework	Sampson, Geoffrey (1980). Chapter 7.
12	The London School	After the lesson, the students are expected to be able to explain the main idea of London School ideas.	1) Students define what is meant by London School and who established it. 2) Students explain why the school of thought is called London School. 3) Students explain the next development of London School.	homework	Sampson, Geoffrey (1980). Chapter 8.

13	Paper Writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	1) Students consult their topic and outline of their paper. 2) Students revise their work based on the lecturer's suggestion. 3) Students continue gathering the data or information from relevant sources.	Progress check	
14	Paper Writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	1) Students consult their topic and outline of their paper. 2) Students revise their work based on the lecturer's suggestion. 3) Students continue gathering the data or information from relevant sources.	Progress check	
15	Paper Writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	1) Students consult their topic and outline of their paper. 2) Students revise their work based on the lecturer's suggestion. 3) Students continue gathering the data or information from relevant sources. Students collect their data	Progress check	
16	Paper Writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	1) Students consult their topic and outline of their paper. 2) Students revise their work based on the lecturer's suggestion. 3) Students continue gathering the data or information from relevant sources. Students analyze their data	Progress check	
17.	Paper submission		Students submit their work	Final Test	