

<b>Code</b>	L61
<b>Title</b>	Linguistic Foundations and Applications
<b>Tutor</b>	Cathy Bartram
<b>School</b>	Moorlands College
<b>Brief description</b>	The module aims to: introduce students to linguistic concepts and approaches in the areas of phonology, morphology, and syntax; enable students to critically apply linguistic concepts to their specialist area of professional practice; prepare students to use appropriate software tools.
<b>Level of study</b>	Level 7
<b>CAT points</b>	15
<b>Approved base location</b>	Validated delivery
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Restrictions</b>	Cannot be taken with L31
<b>Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• phonological concepts and methods and their application</li> <li>• grammatical concepts and methods and their application</li> <li>• software tools for linguistic analysis and application</li> <li>• introduction to further linguistic topics and areas of application (e.g. orthography, translation, discourse)</li> </ul>
<b>Learning outcomes</b>	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate a conceptual understanding of foundational aspects of phonology, morphology, and syntax, as found in the diversity of the world's languages;</li> <li>2. creatively synthesise current linguistic approaches relevant to language, community and development;</li> <li>3. critically apply linguistic approaches and tools to specialist areas of professional practice.</li> </ol>
<b>Learning and teaching activities</b>	<p>Total study time: 150 hours  Scheduled learning and teaching activities: 60 hours  Guided independent study: 90 hours</p>
<b>Assessment</b>	<p>A: 50%  Unseen, Open Book, Exam  1 hour 30 minutes</p> <p>B: 50%  Assignment  2250 words or equivalent</p>
<b>Special assessment requirements</b>	None

<b>Indicative resources</b>	Baker, Mona. 2011. <i>In Other Words: A Coursebook on Translation</i> . 2nd ed. Abingdon: Routledge.
	<p>Bartram, Cathy. 2013. <i>Introductory Phonology</i>. Gloucester: Centre for Linguistics, Translation and Literacy.</p> <p>BlueTree Group. 2014. <i>Best Practices for development: Supplementary Reading Materials</i>. USAID.</p> <p>Burquest, Donald A. 2006. <i>Phonological Analysis: A Functional Approach</i>. 3rd ed. Dallas: SIL International.</p> <p>Cahill, Michael, and Keren Rice, eds. 2014. <i>Developing Orthographies for Unwritten Languages</i>. Publications in Language Use and Education 6. Dallas: SIL International.</p> <p>Grimes, Charles. 2016. 'Developing discourse-informed Early Grade Readers.' Paper presented at the 5th International Conference on Language &amp; Education: Sustainable Development through Multilingual Education. 19-21 October, Bangkok.</p> <p>Kroeger, Paul. 2009. <i>Analyzing Grammar: An Introduction</i>. Cambridge: CUP.</p> <p>Jones, Mari and Damien Mooney, eds. 2016. <i>Creating orthographies for endangered languages</i>. Cambridge: CUP.</p> <p>Odden, David Arnold. 2013. <i>Introducing Phonology</i>. 2nd ed. Cambridge Introductions to Language and Linguistics. Cambridge: CUP.</p> <p>Payne, Thomas E. 1997. <i>Describing Morphosyntax: A Guide for Field Linguists</i>. Cambridge: CUP.</p> <p>Zeibig, Karin, and Howard Jackson. 2016. <i>Introduction to Grammar</i>. Gloucester: Centre for Linguistics, Translation and Literacy.</p>
<b>Date of approval</b>	Validation approval 8/2/19
<b>Revision dates</b>	June 2022
<b>External Examiner</b>	Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol.