

Identification	Subject (code, title, credits)	LING215, Introduction to Linguistics, 3KU/6 ECTS
	Department	English Language and Literature Department
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2025
	Instructor	Konul Hajiyeva
	E-mail:	konul.hajiyeva@khazar.org
	Phone:	
	Classroom/hours	4 academic hours
	Office hours	Monday – Friday
Prerequisites	Consent of the Instructor	
Language	English	
Compulsory/Elective	Compulsory	
Textbooks and course materials	<ol style="list-style-type: none"> 1. Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press. 2. Fromkin, V., Rodman, R., & Hyams, N. (2021). <i>An Introduction to Language</i> (7th ed.). Cengage Learning. 3. Aitchison, J. (2010). <i>Aitchison's Linguistics: A Practical Introduction to Contemporary Linguistics</i> (7th ed.). John Murray Press. 4. Fasold, R. W., & Connor-Linton, J. (Eds.). (2006). <i>An Introduction to Language and Linguistics</i>. Cambridge University Press. 	
Course description	<p>This course provides a general introduction to the historical background, formation, common features, and diversity of languages and language families. It emphasizes methods and techniques of linguistic analysis, with particular attention to meaning, variation, and the evolution of regional and social dialects. The course also examines approaches to the development of linguistic quality assessment models from both historical and theoretical perspectives.</p>	
Course objectives	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Understand the historical background, formation, and classification of languages and language families. • Recognize the common features and diversity of languages across regions and social groups. • Apply methods and techniques of linguistic analysis to examine language structure and use. • Analyze regional and social dialects, including their variation and evolution. • Explore theoretical and historical approaches to linguistic quality assessment. 	
Learning outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the historical development and classification of major language families. • Identify and explain similarities and differences among languages and dialects. 	

	<ul style="list-style-type: none">• Conduct basic linguistic analyses using established methods and techniques.• Evaluate changes in regional and social dialects over time.• Assess and critique models for linguistic quality from theoretical and historical perspectives.		
Teaching methods	Lecture		+
	Discussion		+
	Presentation		+
	Case Studies		+
	Group Work		+
	Critical Reading		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	November	30
	Quizzes	October / December	20
	Project	December	10
	Participation	During the term	5
	Final Exam	January	35
	Total		100
Assessment	<p><i>Class participation</i></p> <p>Active participation is essential for success in this course. Your engagement in daily activities, discussions, linguistic exercises, analyses and in-class projects will form the basis of participation assessment. By actively contributing and following class guidelines, you can earn up to 5 points toward your final grade.</p> <p><i>Project</i></p> <p><i>Language Family Tree Project or Historical Language Change Study</i></p> <p>Research a language, its historical development, and classification. Create a visual family tree showing its relationships with other languages and track changes in a language over time.</p> <p><i>Quizzes</i></p> <p>Quizzes are an important component of your semester grade. You will complete two written quizzes during the semester. Successfully completing the quizzes allows you to earn up to 20 points.</p>		
Policy	<p>Full-time students are expected to attend all elements of their courses unless they are sick or have permission of their School Dean. In general, to be eligible for taking exams students should not miss more than 30% of the class hours. In addition, the students are expected to be in the classroom ready to work at the appointed hour. It is the students’ responsibility to be on time, ready and attentive. Continuing and unexcused absence or lack of participation may lead to withdrawal from the course. All forms of cheating and plagiarism are strictly banned. If 25% plagiarism is found in a submitted assignment, the student gets no point for it. If the student submits the assignment later than due time, 20% of the grade for that assignment is subtracted. The student whose behavior is disruptive either to the instructor or other students will be removed from the team.</p>		
Tentative Schedule			

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		1. The Origins of Language <i>The Divine Source</i> <i>The Natural Sound Source</i> <i>The Social Interaction Source</i> <i>The Tool-Making Source</i> <i>The Genetic Source</i> 2. Animals and Human Language <i>Communication</i> <i>Displacement</i> <i>Productivity</i> <i>Duality</i> <i>Chimpanzees and Language</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
2		3. The Sounds of Language <i>Phonetics</i> <i>Consonants</i> <i>Place of articulation</i> <i>Manner of articulation</i> <i>A consonant chart</i> <i>Vowels</i> <i>Diphthongs</i> 4. The Sound Patterns of Language <i>Phonology</i> <i>Phonemes</i> <i>Phones and allophones</i> <i>Phonotactics</i> <i>Syllable</i> <i>Coarticulation effects</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
3		5. Word Formation <i>Neologisms</i> <i>Etymology</i> <i>Borrowing</i> <i>Compounding</i> <i>Clipping</i> <i>Conversion</i> <i>Coinage</i> <i>Derivation</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
4		6. Morphology <i>Morphemes</i> <i>Morphological description</i> <i>Morphs, allomorphs and special cases</i> <i>Other languages</i> 7. Grammar <i>English Grammar</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge

		<i>Traditional Grammar</i> <i>The prescriptive approach</i> <i>The descriptive approach</i> <i>Word order</i>	University Press.
5		8. Syntax <i>Syntactic rules</i> <i>Deep and surface structure</i> <i>Phrase structure rules</i> <i>Lexical rules</i> <i>Tree diagrams</i> 9. Semantics <i>Meaning</i> <i>Semantic features</i> <i>Semantic roles</i> <i>Lexical relations</i> <i>Collocation</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
6		10. Pragmatics <i>Invisible meaning</i> <i>Context</i> <i>Reference</i> <i>Presupposition</i> <i>Pragmatic markers</i> <i>Politeness</i> <i>Speech acts</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
7		11. Discourse Analysis <i>Cohesion</i> <i>Coherence</i> <i>Conversation analysis</i> <i>The co-operative principle</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
8		12. Language and the Brain <i>Neurolinguistics</i> <i>Language areas in the brain</i> <i>Tongue tips and slips</i> <i>Aphasia</i> <i>Dichotic listening</i> <i>The critical period</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
9		QUIZ 1 MIDTERM EXAM	
10		13. First Language Acquisition <i>Acquisition</i> <i>The acquisition schedule</i> <i>The acquisition process</i> <i>Developing morphology</i> <i>Developing syntax</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.

		<i>Developing semantics</i> 14. Second Language Acquisition/Learning <i>Second language learning</i> <i>Focus on teaching method</i> <i>Focus on learner</i>	ed.). Cambridge University Press.
11		15. Gestures and Sign Languages <i>Gestures</i> <i>Types of sign languages</i> <i>Oralism</i> <i>Signed English</i> <i>Origins of ASL</i> <i>The structure of signs</i> <i>Signs languages as natural languages</i> 16. Written Language <i>Writing</i> <i>Phonographic writing</i> <i>Syllabic writing</i> <i>Alphabetic writing</i> <i>Written English</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
12		17. Language History and Change <i>Family Trees</i> <i>Indo-European</i> <i>Comparative reconstruction</i> <i>The history of English</i> <i>Sound changes</i> <i>Syntactic changes</i> <i>Semantic changes</i> <i>Diachronic and synchronic variation</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
13		18. Regional Variation in Language <i>The standard language</i> <i>Dialectology</i> <i>Bilingualism</i> <i>Language planning</i> <i>Pidgins</i> <i>Creoles</i> 19. Social Variation in Language <i>Sociolinguistics</i> <i>Speech style and style-shifting</i> <i>Register</i> <i>Slang</i> <i>African American English</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge University Press.
14		20. Language and Culture <i>Culture</i> <i>Categories</i> <i>Linguistics relativity</i> <i>Cognitive categories</i>	Yule, G. (2020). <i>The Study of Language</i> (7th ed.). Cambridge

		<i>Social categories</i> <i>Gender</i>	University Press.
15		Revision QUIZ 2 Project Presentation	
16		FINAL EXAM	