

**SYLLABUS**

**1 Title**

How to Read and Write Articles on Linguistics in English

**2 Aim of lessons**

The goal of the lessons is to enable students to read and write academic works (papers, books) of an international format in the English language.

**3 Outline**

The students will be given eminent publications, to be specified under § 6, to describe the content of these publications in both spoken and written English. Furthermore, they will prepare critical analyses of these and other pieces of academic work and submit them in the form of essays.

**4 Plan**

Month 1 to 6: The students will be tested on their current experience with and knowledge of English, and they will be asked to prepare oral and written analyses of data given to them.

Month 7 to 12: The students will prepare small essays and discuss their content with the professor in English.

**5 How to estimate students**

The students will be constantly tested and corrected on the basis of the contributions they submit. Final estimation will be made based on the essays submitted between month 7 and 12.

**6 Compulsory reading**

For the purpose of improving their oral and written command in English, students will have to study in detail the following publications, which will be obligatory for them to acquire appropriate language skills in English:

Heine, Bernd and Derek Nurse (eds.) 2000. *African languages: an introduction*. Cambridge: Cambridge University Press.

Nurse, Derek & Gérard Philippson (eds.) 2003. *The Bantu languages*. London, New York: Routledge.

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**1 Title**

Field Linguistics

**2 Aim of lessons**

Participants of the lessons will be familiarized with the situation and problems of field research with particular emphasis on conditions as they obtain in sub-Saharan Africa.

**3 Outline**

The participants will be exposed to simulated cases of informant work on the analysis of linguistic structures. In the course of the lessons they will be given linguistic field data to be analyzed.

**4 Plan**

Month 1 to 3: The participants will be exposed to techniques of field research.

Month 4 to 6: The students are confronted with data from African languages which they are expected to analyze and describe.

Month 7-12: The students will write an essay based on the techniques acquired.

**5 How to estimate students**

The achievements of participants will be constantly monitored. Final assessment on the achievements made will be contingent primarily on the basis of the essay submitted.

**6 Compulsory reading**

The participants will have read the following standard work, which will serve as the reference book, prior to embarking on the lessons:

Newman, Paul and Martha Ratliff 2001. *Linguistic fieldwork*. Cambridge: Cambridge University Press.

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**1 Name of lessons**

Typology

**2 Aim of lessons**

The participants will receive an introduction into language typology with special reference to African languages.

**3 Outline**

The lessons will provide a survey of language classification, students will be familiarized with the latest findings of typological research on African languages with special reference to areal linguistic typology.

**4 Plan**

Month 1 to 3: Lessons will be concerned with the history and present state of research of language typology.

Month 4 to 9: The focus of teaching will be on areal typology and contact-induced language classification in Africa.

Month 10 to 12: The students will write an essay on an issue of language typology in Africa.

**5 How to estimate students**

The students will be rated on the following basis: (a) Regular contributions to the lessons, (b) the quality of the essay submitted.

**6 Compulsory reading**

A wide range of publications will be drawn on, but the following will be the obligatory reading sources:

Heine, Bernd & Tania Kuteva 2005. *Language contact and grammatical change*. (Cambridge Approaches to Language Contact, 3.) Cambridge: Cambridge University Press.

Heine, Bernd and Derek Nurse (eds.) 2008. *A linguistic geography of Africa*. Cambridge: Cambridge University Press.