

The University of the West Indies

Mona Campus

Department of Language,
Linguistics and Philosophy

Student Handbook

2011-2012

Course Offering
and
Information Brochure

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INTRODUCTION

About the Student Handbook

The main purpose of this handbook is to provide information on courses and programmes being offered in the Department of Language, Linguistics and Philosophy in the academic year 2011/2012 as well as on general regulations and procedures.

Broad outlines of individual courses are given. However, your lecturers and instructors will provide more specific course outlines along with reading lists, usually through OurVLE.

Understanding course codes

L (indicates that this is a course in Linguistics)

14 (the 1 in 14 suggests that this course is a Level 1 course)

A (A letter in the old code at the end of the course code indicates that it is a 3-credit course)

A numeral at the end of a course code, for example, L331, is a 6-credit course. Such courses are generally offered over two semesters.

LING (indicate that this is a course in Linguistics (subject matter))
1401 (the FIRST NUMBER 1 suggests that this course is a level 1 course)

Timetabling

Lectures for all Level 1 courses will normally be scheduled in the evenings only, after 4 p.m. However, students can choose to attend tutorials either in the day or in the evening. Level 2 courses are mainly scheduled for the afternoon period, from noon onwards. Level 3 courses are offered at various times in the course of the day.

M.A. or MPhil courses may be taken in the evening and on alternate weekends during Semesters 1 and 2 and during the day in Semester 3/Summer.

Sections and Units

There are three sections within the Department - Language, Linguistics and Philosophy. This handbook will outline courses offered by each section. Services provided by Units and Centres within the Department such as the English Language Proficiency

Test Unit, Jamaica Language Unit and The Writing Centre are also included.

DEPARTMENTAL GOVERNANCE AND STUDENT PARTICIPATION

The Department is run by the Head, in consultation with the full-time members of the Academic Staff. There is a Staff-Student Liaison Committee, consisting of lecturers, instructors, tutors and student representatives from each course. The Committee normally meets twice per semester to consider issues relating to the delivery of courses and to make recommendations to the teaching staff, to the Department or to the relevant University body, as appropriate. Students are encouraged to raise questions and make suggestions aimed at improving teacher-student interaction, quality of teaching and other pertinent issues and pass these along to their student representatives on the Liaison Committee.

There is a Linguistics Club run and controlled by the students. In the first semester, a steering committee should be set up consisting of Linguistics class representatives. The aim of the Linguistics Club is to develop activities in the interest of linguistics students. In the past, these have included second-hand linguistics book sales, career seminars and workshops with invited speakers.

GENERAL INFORMATION

Department Office and Notice Board Location

The Department Office is located on the first floor of the Old Arts Block, above the Faculty Office, in rooms 15 & 16. In the Department Office can be found the office of the Head of Department and the Administrative Support Staff.

The Departmental Notice Board is placed just outside the Department Office. Students are advised that it is their duty to consult the Notice Board at frequent intervals.

The Department's website is at <http://www.mona.uwi.edu/dllp>. You can find all of the information enclosed in this booklet there.

Registration

During the first week of the Academic Year, all students register for the required number of courses by completing online registra-

tion. Visit the UWI Mona's website at <http://www.mona.uwi.edu/registration/> and click on the icon below:

Student Administration System

Login here to view your personal information, read the Registration Bulletin and get important information to help you register. [Login »](#)

Summer School

The Department will offer some of its courses in Summer School, based on demand by students and on the availability of teachers.

The fees for Summer School courses will be announced early in Semester II. Summer School usually runs for six (6) weeks, starting the first week of June. Examinations are usually held from late July to early August.



LANGUAGE

Staff members in the English Language Section:

NAME(S)	EXTENSION	ROOM
Mrs. Ama Ababio	2091	102
Mrs. Alison Altidor-Brooks	2091	102
Mrs. Ornette Blair	2091	102
Ms. Deidra Dwyer	2091	102
Mrs. Caroline Dyche	3203	31
Mrs. Vivienne Harding	2488	63
Mrs. Haidee Heron	2091	102
Dr. Carmeneta Jones	2514	28
Dr. Ingrid McLaren	2488	64
Dr. Vivette Milson-Whyte	3197	2(OAB)*
Ms. Sandra Minott	2091	102
Mrs. Margaret Newman	2091	102
Mrs. Lileth O'Connor-Brown	2091	102
Mrs. Marilyn Ricketts-Hall	2091	102
Dr. Monica Taylor	2233	WC*

*WC= Writing Centre ;OAB= Old Arts Block
Room 102 is located on the first floor in the New Arts Block
All other rooms are on different floors in the New Arts Block

COURSE INFORMATION

LG20A (LANG2001): LANGUAGE AND ETHICS

Level: 2

Offered in Semester 2

Credits: 3

Ethical issues are inherent in writing and speaking because what we write and say can influence others, either in a positive or negative way. Furthermore, how we express ideas affects people's perception of us and of our organization. This course promotes effective communication by focusing on different aspects of language usage which are positively or negatively influenced by ethical questions. The course will be delivered in 1 lecture and 1 two-hour seminar per week.

Prerequisites: UC120/FD10A or UC10A or UC10B (with at least grade C)

LG31A (LANG3101): BUSINESS COMMUNICATION: Principles and Practice

Level: 3

Offered in Semester 1 and 2

Credits: 3

This course is designed to promote students' understanding and appreciation of the principles, processes and products of business communication; it will also develop students' skills in transactional, informational and persuasive correspondence in a variety of business applications.

Prerequisites: UC120/FD10A/FD14A or UC10A or UC10B (with at least grade C)

LG30A (LANG3001): THE ART OF PUBLIC SPEAKING

Level: 3

Offered in Semesters 1 & 2

Credits: 3

The purpose of this course is to provide students with skills in the preparation of oral presentations with an emphasis on the delivery—that is, the choice and use of appropriate language, the proper use of the voice (including elocution, pronunciation, and voice projection) and the employment of visual aids. Student will make frequent presentations, using a variety of discourses, which demonstrate their ability to think critically, to operate within different contexts, to be sensitive to their audience, and to take into consideration ethical concerns when preparing and delivering speeches.

Prerequisites: UC120/FD10A or UC10A or UC10B (with at least grade C)

SOME FOUNDATION COURSES

FD14A (FOUN1401): WRITING IN THE DISCIPLINES

Credits: 3

Offered in Semesters 1 and 2

Students with a pass in CAPE Communication Studies would already have covered some of the content in FD10A and UC 120. This course will offer such students an alternative, in which they will acquire other essential writing skills, as well as an appreciation of the manner in which academic language reflects the thinking within each discipline.

Eligibility: Alternative to FD10A as well as UC10A for students with CAPE Communication Studies levels 1 and 2.

Semester 1—Only Social Sciences & School of Physical Therapy and Humanities students

Semester 2— Only Education, Medical Sciences and Pure & Applied Sciences students

UC10B (FOUN1002): LANGUAGE - ARGUMENT

Credits: 3

Offered in Semester 2 only

This one-semester course is designed to help students acquire some of the language skills they will need in order to successfully complete their academic programme. Classes provide instruction in reading and writing argument. Students will work on individual as well as collaborative writing assignments in class, designed to develop communicative competence in a variety of discourse situations.

Eligibility: All Humanities and Law students

Pre-requisite: Pass In the English Language Proficiency Test

Or Grade 1- CXC English A examination

UC010 (FOUN0100): FUNDAMENTALS OF ENGLISH

Credits: 0

Offered in Semesters 1 and 3

The ability to communicate effectively in writing is of paramount importance to every student. This course seeks to improve the student's level of proficiency in writing English in an academic environment. The course is designed for students who need instruction in grammar, punctuation, sentence construction, paragraph development and essay writing. Special attention will be given to common errors such as run on sentences, fragments, dangling modifiers, agreement errors (subject/verb, noun/pronoun) and verb tense errors. The course will also attempt to develop good

habits of expository writing and will assist students in extracting meaning (both explicit and implicit) from written texts.

Eligibility: Those unsuccessful in the English Language Proficiency Test who wish to pursue a structured English Language programme prior to re-sitting the test

FD10A (FOUN1001): ENGLISH FOR ACADEMIC PURPOSES
Credit: 3 Offered in Semester 1 and 2

This course is designed to take students beyond basic competence in the comprehension and production of English prose, by building competence in the processing (reading) as well as production (writing) of the language of academic discourse.

ENGLISH LANGUAGE PRIZES

Students who achieve best performances in their courses are recognized each year in a Faculty Awards Ceremony. Prizes are given for the highest "A" average (70% and above) in any of the following Foundation courses:

FOUN1001 (FD10A)
FOUN1002 (UC10B)
FOUN1401 (FD14A)

ENGLISH LANGUAGE PROFICIENCY TEST

The English Language Proficiency Test is used to assess whether persons applying to pursue **undergraduate degree** programmes at the **UWI Mona** campus possess a satisfactory level of writing and reading proficiency in English for university academic purposes. Applicants' test results will be taken into consideration by individual faculties before offers of entry are made. Applicants who select a Mona Campus faculty *as a second choice faculty only* are also required to sit this test. The results of applicants who pass the test will remain valid for a period of five years.

1) EXEMPTIONS

Applicants in the following categories (a-f) are NOT required to sit the test:

- a) Persons with any ONE of the following English Language qualifications:
 - (i) Grade 1- CXC English A examination
 - (ii) Grade A- GCE O Level English Language examination
 - (iii) Grade A- GCE A/O Level General Paper examination
 - (iv) Grades 1&2 - CAPE (Caribbean Advanced Proficiency Examination) Communication Studies.
 - (v) Grade B+ or above- College English Skills I or II- College of Bahamas
 - (vi) Grade B+ or above- Advanced Communication or Business Communication - University of Technology (UTECH)
 - (vii) Grade B+ or above- Freshman Composition I or II - Northern Caribbean University (NCU).
- b) Persons who are already holders of an undergraduate degree from the UWI or from an approved university, and persons with a Grade B or above in a college English course from an approved University.
- c) Persons holding a UWI Certificate in Advanced Nursing Education and Administration OR a UWI Licentiate of Theology.
- d) Persons holding a UWI Diploma in Mass Communications who have **passed** the course 'Media & Language' (MC52A).

- e) Persons who **passed** the UWI Mona English Language Proficiency Test in 2006, 2007, 2008, 2009 or 2010.
- f) Persons who successfully completed any ONE of the following UWI English Language courses within the last five years (i.e. 2006 onwards): UC010; UC10A; UC10B; UC10C; UC10D; UC10L; UC10H; UC120; FD10A; CM10A; CM10B; FD10C; FD10H.

2) **TEST REGISTRATION PROCEDURE**

To register for the test, candidates are required to pay \$2,000.00 (the cost of the test) at any participating branch of the National Commercial Bank (NCB) [These are listed in the UWI Application Advertisement that appears in the newspaper].

Applicants may pay for the test by one of the following means:

- i. Pay \$2,000.00 at any National Commercial Bank or Pay Online. (Ask for the **PROFICIENCY TEST VOUCHER** at the bank.)
- ii. Pay online, by following the instructions at www.mona.uwi.edu/dllp/language/elptu/
- iii. Overseas candidates are required to pay US\$30.00. **ONLY** Manager's Cheques will be accepted. These should be sent **by registered mail** to the English Language Proficiency Test Unit, Dept. of Language, Linguistics and Philosophy, UWI Mona, Kingston 7, Jamaica.
- iv. do EITHER (a) OR (b)
 - (a) **FAX** the payment receipt to complete the registration process (876)970-2949 – Attn. ELPTU (Originals **must** be brought to the test)
 - OR**
 - (b) **SUBMIT** the payment receipt and the confirmation letter (printed on the completion of registration) to the Department of Language, Linguistics and Philosophy, Faculty of Humanities and Education, Rm 16, UWI, Mona Campus, Mon - Fri (9 am - 6pm). Tel (876) 927-1641 or (876) 970-2950 or email: elptu@uwimona.edu.jm

All original payment vouchers must be brought to the test to be collected.

IMPORTANT!

Confirmation letters, along with photographic identification, **MUST** be taken to the test centre on the day of the test.

The **ONLINE REGISTRATION NUMBER** on the Test Registration Form represents the Candidate's official Test Registration Number and should be written on the test script. Candidates will need this **Number** (which will be recorded on the receipt issued to them on completion of the test) in order to access their test results. (NB: Should candidates lose their test receipt, they will be required to pay the administrative cost attached to verifying their test registration number.) Results may be accessed from the website 5-6 weeks after the test.

3) **TEST FORMAT**

The test lasts for approximately three hours and consists of the following sections:

Section A – Grammar (Time allowed: 40 mins.)

Candidates will be required to answer alternative/multiple choice questions on any or all of the following:

- Grammar of the Simple Sentence
- Grammar of Complex/Compound Sentences
- Idiomatic Usage (diction & structures)
- Writing Mechanics & Spelling

Candidates will NOT be tested on their knowledge of formal grammar but on their ability to distinguish between correct and incorrect structures.

Section B – Reading (Time Allowed: 40 mins.)

Candidates will be required to read one or more passages and to answer alternative/multiple choice questions on any or all of the following:

- Main &/or secondary ideas

- Literal and figurative meaning
- Explicit and implicit meaning
- Writer's primary intention/attitude/ tone
- Organizational structure (paragraph/text)

Section C - Writing (2 Tasks - Time allowed: 80 mins.)

Task 1 (45 mins.) This will require candidates to write a 300-word essay in which they provide information and ideas on a topic of general interest.

Task 2 (35 mins.) This will require candidates to write approximately 250 words describing numerical data contained in a table or in a graphical illustration.

Test information pamphlets with more details on the test and on test preparation are available from Room 16, The English Language Proficiency Test Unit, Dept. of Language, Linguistics and Philosophy, Faculty of Humanities and Education, UWI Mona. The cost of the pamphlet is JA\$250.00 - to be paid at the UWI Mona NCB Bank -Ask for the **PROFICIENCY TEST VOUCHER** at the bank.

For further queries, the Unit can be reached by telephone: (876) 927-1641 or (876) 970-2950 or email: elptu@uwimona.edu.jm

LINGUISTICS

Staff members in the Linguistics Section:

NAME(S)	EXTENSION	ROOM
Prof. Silvia Kouwenberg (Head of Department)	2364/2954	16
Mrs. Emmogene Budhai-Alvaranga	3218	53
Mrs. Keren Cumberbatch	3222	31
Prof. Hubert Devonish	2952	76a
Dr. Otelemate Harry (on Sabbatical)	3218	53
Dr. Kathryn Shields Brod- ber (Linguistics Section Coordinator)	3200	7
Dr. Nicole Scott	3215	49
Dr. Michèle Stewart	3213	45
Ms. Kadian Walters	-	-

- Translation
- Mass Communication
 - Advertising
 - Broadcasting
 - Journalism
- Writing Consultancy

3 QUESTIONS TO A LINGUIST

1. WHAT IS LINGUISTICS?

Linguistics is the scientific study of language: how it works, how it has developed through human history, how it varies depending on where the speaker is from or his/her social status, how it is taught and learnt and the functions it performs.

Linguistics allows one to understand the physical and mental processes which humans use to produce what we know as language. It distinguishes those features which cause human languages to be similar from those which are different across languages.

Linguistics is a rapidly expanding field which involves a number of branches, such as Sociolinguistics, Psycholinguistics, Phonetics, Phonology, Syntax, Semantics, Computational Linguistics, Language Acquisition, Forensic Linguistics, etc.

2. WHAT CAN I DO ALONG WITH LINGUISTICS?

In order to make the most of your degree, you ought to take care in your selection of a minor and/or electives. Some suggestions:

A foreign language (choose from French, Spanish, Japanese, Chinese, Portuguese)

Psychology	Philosophy
Language Education	Literacy Studies
Literature	Gender Studies
International Relations	History

3. WHAT CAN I DO WITH LINGUISTICS?

Linguistics can be applied in any occupation, sphere of activity or area of study where language / communication is in any way an important feature. The following are some of the varied areas in which linguistics is relevant. Please note that employment in these fields is not guaranteed.

- Human Resource Development
- Information Technology
- Language Planning and Language Policy
- Language Surveys
- Librarianship
- Negotiation and Mediation
- Linguistic Research
- Speech Pathology and Therapy

- Teaching English Language
- Teaching Foreign Languages
- Teaching Communication Studies or Linguistics

WHAT IS EXPECTED OF STUDENTS

"It is estimated that for every one hour in class, there should be two hours of preparation out of class."

- Anonymous

Workload

Using the above formula, a full-time student registered for fifteen (15) credits in a semester would, on average, be attending fifteen (15) hours of classes per week and would need thirty (30) hours of preparation time to match. A typical part-time student registered for nine (9) credits in a semester, would be attending nine (9) hours of classes per week and require eighteen (18) hours of preparation time during that week.

When students register they should ask themselves how much preparation time they can realistically expect themselves to put in. Students should only register for the number of credits which can be supported by the preparation time they have available.

Tutorials

A tutorial is a small group interaction involving a maximum of fifteen (15) students and a tutor. Tutorials are designed to give students practice in expressing ideas about the literature/reading material and in practically applying principles presented in lectures. Tutorials are student-centred; this means that it is the student who does the work under the guidance of the tutor. A tutorial is **NOT** a supplementary lecture. Students must come prepared for tutorials. This means you must have read all material recommended for your tutorial and completed all exercises and any other assigned tasks so that you are prepared for the activities to be carried out in the tutorial. *In tutorials, you learn by doing.*

It is impossible to perform adequately in any course taught in the Department without regular attendance at tutorials. Some students find this out, to their cost, at the end of the course. We wish to try to prevent, where possible, any student from learning by bitter experience. Therefore, we will insist on regular tutorial at-

tendance and where a student persists in not attending regularly, we will use the powers that we have within the regulations of the Faculty and the University. **These allow us to debar from taking end of semester examinations students who have not attended a minimum of two-thirds of the tutorials held.**

Attendance at Lectures

Within the department, lectures are regarded as compulsory. Courses are taught based on the assumption that students are able to attend all their lectures. We urge you to treat attending lectures as obligatory and not as an optional extra.

Acceptance of Assignments

You will be given a date and time when each assignment is due. **No assignment will be accepted after the stated deadline.** This applies to all courses in Linguistics. The only cases of late submission which may be tolerated are those supported by the kind of documentary evidence, e.g. a medical certificate issued or certified by the University Health Centre, which the University uses as grounds for allowing a student to resit an official examination without penalty. The common policy on assignment submission ensures that the same rule applies to all students in all the Linguistics courses taught in the department. **Students who do not make the deadline will be assigned zero (0) for that assignment.**

We have some suggestions as to how you can deal with this rule. When you get a deadline for an assignment, this is not the date and time at which the assignment should be submitted. Rather, it is the LATEST date and time at which the assignment should be submitted. We, in fact, expect and welcome early submission. Electricity blackouts, crashes of cars or computers, a bus strike, a roadblock, etc., cannot be accepted as an excuse for late submission. From your point of view as a student, therefore, early submission of coursework protects you from all the unexpected emergencies which might prevent you from getting your assignment in on time.

The Phasing of Assignment Deadlines

To cope with the problem of assignments for different courses due around the same time, we draw your attention to the point already made about submitting assignments before the deadline. Set up your own assignment submission schedule. You can submit assignments on a phased basis, irrespective of whether they are all due on the same day or in the same week, by aiming for early submission.

WHAT IS EXPECTED OF TEACHERS OF LINGUISTICS

As a department, we expect that teachers of linguistics will: -

- be punctual (classes start exactly on the hour and end five (5) minutes before the next hour);
- be well-prepared for classes;
- make available clear course outlines, reading lists and assignment topics on **OurVLE**, inclusive of deadlines;
- mark assignments handed in by students promptly, returning corrected scripts, inclusive of marks and grades awarded, to the students before written final examinations. However, where class sizes are large and a deadline is close to the end of the semester, this may not be possible.

GUIDELINES FOR WRITING LINGUISTICS ESSAYS

Overall Presentation

An essay consists of at least the following parts:

- Introduction
- Body of text, in several parts
- Conclusion
- References
- Appendices (where relevant)

The introduction should contain

- A statement of the subject of the essay
- A statement of the aim(s) of the essay
- An explanation of the organisation of the essay

In order to determine what parts your essay should have, consider the full meanings carried by the main words in the question or topic. Use this to identify the tasks that you have to perform:

- the theories and/or information and/or data you must provide,
- the arguments you must make to support your view

Parts should be distinguished by numbers and headings indicating the subject matter to be dealt with in the section; at least one blank line should separate parts.

Referencing of sources

Essays should contain a list of references, not a bibliography,

unless the nature of subject requires it. Any information used in an essay, whether quoted or simply paraphrased, must have a proper reference in the text of the essay, and the source fully and properly presented in the list of references at the end. Where this is not done, we assume that you have plagiarised, that is, stolen the information which you are trying to pass off as your own. Plagiarism will be punished by the award of **zero (0)** for the particular assignment.

The format of references in the text:

- *If source is quoted in text:* "Bla blah bla blah." (Author, year: page) or: Author (year: page) states: "Bla blah bla blah."
- *If ideas were paraphrased from a source:* Bla blah bla blah (Author, year: page)
- *If source was not accessed by student:* Bla blah bla blah (Author, year: page, quoted in: Author, year: page)

Entries in the list of references are in alphabetic order, and the format is consistent (that is, not changing from one entry to another), containing the following information per entry:

- For books: author, year of publication, title, place of publication, publisher;
- For chapters of books: author, year of publication, title of chapter, title of book, editor(s), page numbers, place of publication, publisher, ;
- For articles in journals: author, year of publication, title of article, title of journal and volume number, page numbers,

We recommend the use of the APA (American Psychological Association) style for referencing.

For essays to be positively evaluated, students need to ensure that their sources extend beyond the one or two prescribed textbooks for their courses. Specialist books on the particular topic as well as journal articles are the other sources you should tap. Ensure that as many of your references as possible are recent, that is, 1995 and later.

Please note that failure to obey any of the above guidelines could result in your essay being awarded a failing mark, even a **zero (0)**.

DEGREES OFFERED

The Linguistics Section offers four undergraduate majors, as well as two taught postgraduate degrees and postgraduate research degrees.

B.A. DEGREE/DIPLOMA OPTIONS IN LINGUISTICS

All degree programmes listed below are subject to Faculty regulations which require that the following courses be taken for the award of the degree:

FOUN1401(FD14A)- Writing in the Disciplines/FOUN1001
(FD10A)- English for Academic Purposes
FOUN1002 (UC10B)- Language-Argument
FOUN1201(FD12A)- Science, Medicine and Technology
FOUN1301(FD13A)- Law, Governance and Society
FOREIGN LANGUAGE (if none taken at CXC or CAPE)

MAJORS/DIPLOMA IN THE LINGUISTICS SECTION

Below is a list of the majors offered and compulsory courses required for them:

LINGUISTICS

THIS MAJOR REQUIRES A MINIMUM OF **39** CREDITS IN LINGUISTICS

COMPULSORY COURSES:

L14A (LING1401) - Introduction to Language and Linguistics
L10A (LING1001) - Introduction to Phonetics and Phonology
L10B (LING1002) - Introduction to Morphology and Syntax
L20A (LING2001) - Phonology
L20B (LING2002) - Syntax
L23A (LING2301) - The Sociology of Language
L23B (LING2302) - Sociolinguistics
L30A (LING3001) - Advanced Phonology
L30B (LING3002) - Advanced Syntax
L32A (LING3201) - Caribbean Dialectology
L32B (LING3202) - Creole Linguistics
L331 (LING3399) - Language Planning

N.B.:

- (i) L331 (LING3399) is a 6 credit year long course which is a substitute for the Research project (AR3X0)
- (ii) Any student who plans to enter the post-graduate programme in Linguistics without being required to do qualifying courses should do this selection of courses.

SPECIAL IN LINGUISTICS

The Special requires a minimum of 54 credits in Linguistics. Students must do all the required courses for the Linguistics Major (39 credits) in addition to 15 other credits in Linguistics between levels 2 and 3. (For further information on declaring a Special see Faculty handbook).

LANGUAGE, COMMUNICATION AND SOCIETY

THIS MAJOR REQUIRES A MINIMUM OF **42** CREDITS IN LINGUISTICS

COMPULSORY COURSES:

L14A (LING1401) - Introduction to Language and Linguistics
L10A (LING1001) - Introduction to Phonetics and Phonology
L10B (LING1002) - Introduction to Morphology and Syntax
L20A (LING2001) - Phonology
L20B (LING2002) - Syntax
L23A (LING2301) - The Sociology of Language
L23B (LING2302) - Sociolinguistics
L24B (LING2402) - Structure of the English Language
L25A (LING2501) - Language, Gender & Sex
L32A (LING3201) - Caribbean Dialectology
L33C (LING3303) - Discourse Analysis
L33D (LING3304) - The Language of Negotiation
L331 (LING3399) - Language Planning

N.B.: L331 (LING3399) is a 6 credit year long course which is a substitute for the Research project (AR3X0)

LINGUISTICS & LANGUAGE EDUCATION

THIS MAJOR IS A TOTAL OF **23** CREDITS

COMPULSORY LINGUISTICS COURSES:

L14A (LING1401) - Introduction to Language and Linguistics
L10A (LING1001) - Introduction to Phonetics and Phonology

L10B (LING100B) - Introduction to Morphology and Syntax
L20A (LING2001) - Phonology
L20B (LING2002) - Syntax
L23A (LING2301) - The Sociology of Language
L23B (LING2302) - Sociolinguistics
L21A (LING2101) - Language Acquisition
L24B (LING2402) - The Structure of English
L32A (LING3201) - Caribbean Dialectology
L32B (LING3202) - Creole Linguistics
L33C (LING3303) - Discourse Analysis

EDUCATION COURSES:

EDTL1020 (ED10T)-Introduction to Teaching and Learning
EDPS1003 (ED10C)-Psychological Issues in the Classroom
EDTL1003 (ED10U)-Planning for Teaching
EDCU2013 (ED20M)-Introduction to Curriculum Studies
EDEC2021 (ED20U)-School Based Experience I
EDCE2025 (ED20Y)-Introduction to Computer Technology
EDLA2106 (ED21F)-The Language-Use Content of the Teaching of English
EDLA2103 (ED21C)-The Teaching of Literature
EDLA31091 (ED31I)-Teaching the Structure of English
EDTL30179 (ED30Q)-School Based Experience II
EDRS3019 (ED30S)-Report
EDLA3106 (ED31F)-Content and Pedagogy for CXC English A

ENGLISH LITERATURE COURSES:

LITS1001 (E 10A)-An Introduction to Poetry
LITS1002 (E 10B)-An Introduction to Prose

CARIBBEAN SIGN LANGUAGE INTERPRETING

THIS MAJOR IS A TOTAL OF **39** CREDITS

COMPULSORY COURSES:

L14A (LING1401) - Introduction to Language and Linguistics
L10A (LING1001) - Introduction to Phonology
L10B (LING1002) - Introduction to Morphology and Syntax
L22D (LING2204) - Deaf Language and Culture
L23A (LING2301) - Sociology of Language
L23B (LING2302) - Sociolinguistics
L28S (LING2819) - Structure and Usage of Caribbean Sign Language 1
L28T (LING2820) - Structure and Usage of Caribbean Sign Language 2

- L28J (LING2810) – Introduction to the Structure and Usage of Jamaican Creole, or equivalent Caribbean vernacular course
- L29T (LING2920) – Introduction to the Theory and Practice of Translation
- L38S (LING3819) – Advanced Caribbean Sign Language
- L39I (LING3909) – The Profession of Interpreting
- L39J (LING3910) – The Practice of Sign Language Interpreting

**DIPLOMA IN CARIBBEAN
SIGN LANGUAGE INTERPRETING**

Students in this Diploma are required to complete six credits at Level 1 and 24 at Levels 2 and 3. They are: -

- L14A (LING1401) – Introduction to Language & Linguistics
- L14B (LING1402) – Introduction to Language Structure
- L22D (LING2204) – Deaf Language and Culture
- L28S (LING2819) – Structure and Usage of Caribbean Sign Language 1
- L28T (LING2820) – Structure and Usage of Caribbean Sign Language 2
- L28J (LING2810) – Introduction to the Structure and Usage of Jamaican Creole, or equivalent Caribbean vernacular course
- L29T (LING2920) – Introduction to the Theory and Practice of Translation
- L38S (LING3819) – Advanced Caribbean Sign Language
- L39I (LING3909) – The Profession of Interpreting
- L39J (LING3910) – The Practice of Sign Language Interpreting

DIPLOMA IN PUBLIC SERVICE INTERPRETING

- L14A (LING1401) - Introduction to Language & Linguistics
- L14B (LING1402) - Introduction to Language Structure
- L28J (LING2810) – Structure and Usage of Jamaican Creole
- L28K (LING2811) – Legal Terminology in Jamaican Creole
- L29T (LING2920) – Introduction to the Theory and Practice of Translation
- L39I (LING3909) – The Profession of Interpreting
- L39L (LING3912) – Interpreting in a Legal Setting

SPECIAL in LANGUAGE AND LINGUISTICS

A minimum of 60 credits in Linguistics and Foreign Language courses, including the following:

(i) **LEVEL I (3 credits each)**

- LING1401 (L 14A)-Introduction to Language and Linguistics
- LING1402 (L 14B)-Introduction to Language Structure

EITHER SPANISH

- SPAN1001 (S11A)-Spanish Language IA
- SPAN1002 (S11B)-Spanish Language IB
- SPAN1401 (S14A)-Introduction to Spanish Peninsular
- SPAN1402 (S14B)-Introduction to Spanish America

OR FRENCH

- FREN1001 (F14A)-French Language 1A
- FREN1002 (F14B)-French Language 1B
- FREN1305 (F13E)-Introduction to French Literature and Film
- FREN1304 (F13D)-Introduction to Caribbean and African Literatures in French

(ii) **LEVEL II**

- LING2001 (L 20A)-Phonology
- LING2002 (L 20B)-Syntax

EITHER SPANISH

- SPAN2501 (S25A)-Spanish Language II A
- SPAN2502 (S25B)-Spanish Language II B

OR FRENCH

- FREN2001 (F24A)-French Language II A
- FREN2002 (F24B)-French Language II B

(iii) **LEVEL III**

- LING3001 (L 30A)-Advanced Phonology
- LING3002 (L 30B)-Advanced Syntax

EITHER SPANISH

- SPAN3501 (S35A)-Spanish Language III A
- SPAN3502 (S35B)-Spanish Language III B

OR FRENCH

- FREN3001 (F34A)-French Language III A
- FREN3002 (F34B)-French Language III B

PLUS

- (i) 12 credits in Foreign Language courses either in the same foreign language as above or another language across all three levels.

(ii) **SIX** additional credits from the following structure of language courses:

LING2402 (L24B)-Structure of English language
LING2801 (L28A)-Structure and Usage of French Lexicon Creole 1
LING2802 (L28B)-Structure and Usage of French Lexicon Creole 2
LING2807 (L28G)-Introduction to Garifuna
LING2810 (L28J) -Introduction to the Structure and Usage of Jamaican Creole
LING2819 (L28S)- Structure and Usage of Caribbean Sign Language

MINORS

Minors in Linguistics or in Language, Communication and Society are available for students willing to do a minimum of 21 CREDITS in the discipline. A Minor would require the following:

(i) L14A (LING1401) and L14B (LING1402) at level 1
(ii) At least 15 other Linguistics credits at levels 2 and 3.
You are free to select from among our course offerings. Here are some suggestions as to what combinations might work for you:

(1) Interested in Language and Social issues? Declare a Minor in Language, Communication and Society, and select these courses:

L23A (LING2301) - The Sociology of Language
L23B (LING2302) - Sociolinguistics
L25A (LING2501) - Language, Gender & Sex
L28J (LING2810) - Structure and Usage of Jamaican Creole
L33D (LING3304) - The Language of Negotiation
L33I (LING0331) - Language Planning

(2) Interested in Language & Communication? Declare a Minor in Language, Communication and Society, and make this selection of courses:

L25A (LING2501) - Language, Gender & Sex
L24B (LING2402) - Structure of the English Language
L23B (LING2302) - Introduction to Socio-linguistics
L33D (LING3304) - The Language of Negotiation
L33C (LING3303) - Discourse Analysis

(3) Interested in Language Structure? Declare a Minor in Linguistics and select these courses:

L20A (LING2001) - Phonology
L20B (LING2002) - Syntax
L30A (LING3001) - Advanced Phonology

L30B (LING3002) - Advanced Syntax
L32B (LING3202) - Creole Linguistics

(4) Interested in Jamaican Language Public Service Interpreting? Declare a Minor in Linguistics with this selection:

L28J (LING2810) - Introduction to the Structure and Usage of Jamaican Creole
L28K (LING2811) - Legal Terminology in Jamaican Creole
L29T (LING2920) - Introduction to the Theory and Practice of Translation
L39I (LING3909) - The Profession of Interpreting
L39L (LING3912) - Interpreting in Legal Settings

(5) Interested in other languages? Declare a Minor in Linguistics and make this course selection:

L21A (LING2101) - Language Acquisition
L20A (LING2001) - Phonology
L20B (LING2002) - Syntax
L28J (LING2810) - Introduction to the Structure and Usage of Jamaican Creole
L27A (LING2701) - Applied Speech Production
NB **This combination is particularly useful for those majoring in a Modern Language**

(6) Interested in language policy and planning? Declare a Minor in Linguistics and make this selection:

L23B (LING2302) - Introduction to Sociolinguistics
L25A (LING2501) - Language, Gender and Sex
L32A (LING3201) - Caribbean Dialectology
L32B (LING3202) - Creole Linguistics
L33I (LING3399) - Language Planning
L33D (LING3304) - The Language of Negotiation

(7) Minors are also available in Caribbean Sign Language. You will be required to do the following courses at level II and III:

L22D (LING2204) - Deaf Language and Culture
L28J (LING28010) - Introduction to the Structure and Usage of Jamaican Creole
L28S (LING2819) - Structure and Usage of Caribbean Sign Language I
L28T (LING2820) - Structure and Usage of Caribbean Sign Language II
L38S (LING3819) - Advanced Caribbean Sign Language

COURSE INFORMATION

LEVEL I COURSES

L14A(LING1401) - INTRODUCTION TO LANGUAGE & LINGUISTICS Offered in Semester 1

Credits: 3

This course tries to answer questions we all have on language.

What is language? - Human language versus animal communication (Do animals have language?), natural versus artificial language, oral versus written language.

What is grammar? - A glimpse into sentence structure that will give a new perspective on ideas learnt in school about grammar; prescriptive as opposed to descriptive grammars, well-formedness and grammaticality, concepts of sentence structure.

What is sociolinguistics? - A study of the relationships between language and society, with reference to lects (dialects, sociolects) and different types of variation.

Can we classify languages? - A study of language types and language families, the universal properties of language, language change.

What is the link between language and the brain? - The identification of areas of the brain controlling various functions of speech as well as the link between the development of the brain and the acquisition of language in children.

Prerequisite: None

L10A (LING1001)- INTRODUCTION TO PHONETICS AND PHONOLOGY

Offered in Semester 2

Credits: 3

1. Introduction to phonetics involving: -

How the various organs of speech such as tongue, lips, vocal cords, are used to produce speech sounds. Familiarisation with and use of the symbols of the International Phonetic Alphabet to represent the sounds of language.

2. Introduction to phonology involving: -

The study of how sounds are grouped together by particular languages into categories called *phonemes* and how these can be identified in particular languages. How *phonemes* are strung together in sequences to produce syllables and words.

Prerequisite: None

L10B (LING1002) - INTRODUCTION TO MORPHOLOGY AND SYNTAX

Offered in Semester 2

Credits: 3

1. Introduction to morphology involving: -

A study of the smallest units in language which have meaning, that is, the *morphemes*. A study of how morphemes are combined together through processes such as inflection, compounding and reduplication etc. to form words.

2. Introduction to syntax involving: -

The rules by which words are strung together in languages to produce sentences, looking specifically at units such as Subject, Predicate, Noun Phrase, Verb Phrase.

We see, then, how languages build words and use them to form phrases, which in turn are formed into sentences.

Prerequisite: None

L14B (LING1402) - INTRODUCTION TO LANGUAGE STRUCTURE

Offered in Semester 2

Credit: 3

This is a condensed version of L10A and L10B combined.

This course is highly recommended for majors in the foreign languages, e.g. French and Spanish.

Prerequisite: L14A

LEVEL II COURSES

L20A (LING2001)- PHONOLOGY

Offered in Semester 1

Credits: 3

This course builds on what was learnt in LING1001 or LING1402, paying attention to theories which seek to account for the phonological systems of human language, and focusing on phonological rules and processes such as those which apply in speech, the structure of syllables, and use of stress and tone in languages.

Prerequisite: L10A or L14B

L20B (LING2002) - SYNTAX

Offered in Semester 2

Credits: 3

In this Level 2 course, you will build on concepts learnt in LING 1002 or LING1402. It takes you through fundamental concepts of syntax such as constituency, X-bar theory, binding, structural relations and theta theory. Our aim is to identify more efficient, economical ways to account for the structure of languages.

Prerequisite: L14B or L10B

**L20D(LING2004) - SEMANTIC THEORY
(NOT CURRENTLY OFFERED)**

Credits: 3

This course provides an introduction to the theories of meaning in natural languages, and to basic concepts such as sense & reference, meaning relations including polysemy & hyponymy, the relationship between meaning & structure and semantics versus pragmatics.

Prerequisite: L20B

L21A(LING2101) - LANGUAGE ACQUISITION

Offered in Semester 1

Credits: 3

In this course, we look at 'The Big Question' - how it is that children are able to acquire a native language in a short time, and despite the errors and deficiencies in the speech they hear around them. The aim is to gain an appreciation of this amazing task that every child is able to accomplish. We look in some detail at the major milestones in the acquisition of phonology, morphology and syntax, learn some methods used in studying child language acquisition, and become familiar with some of the major debates in the fields of 1st and 2nd Language Acquisition.

Prerequisites: L14A and L14B or L10A or L10B

**L21B (LING2102)- LANGUAGE LEARNING AND TEACHING
(NOT CURRENTLY OFFERED)**

Credits: 3

This course covers the following: -

1. Approaches to the learning and teaching of foreign languages in the Caribbean and elsewhere.
2. The sociolinguistic context of the learning and teaching of English and foreign languages in the Caribbean.
3. Developments in Applied Linguistics and their applicability to languages teaching and testing in the Caribbean context.

The technique of Contrastive Analysis and Error Analysis and their relevance

Prerequisite: L21A

L22D (LING2204)- DEAF LANGUAGE AND CULTURE

Offered in Semester 1

Credits: 3

Many persons assume that the social norms of the Deaf are the same as those of the hearing. As this is not so, students need to be aware of and be able to appreciate the cultural differences that exist. This course explores the cultural experiences and perspectives among persons who are Deaf. In addition, the course pro-

vides an overview of issues related to members of the Deaf community.

Prerequisite: None

L23A (LING2301) - THE SOCIOLOGY OF LANGUAGE

Offered in Semester 1

Credits: 3

This course covers the full range of types of language situations, for example, bilingual, multilingual, diglossic, Creole continuum, etc. It also looks at the range of functions that particular languages can perform in a speech community, for example, official, standard, private, public, etc. It examines as well surveys of language attitudes, the entire course is supported by references to case studies from language situations around the world.

Prerequisite: L14A or L14B or L10A or L10B

L23B(LING2302) - SOCIOLINGUISTICS

Offered in Semester 2

Credits: 3

The course begins with a definition of sociolinguistics and moves on to helping the student develop an objective understanding of the links which speakers make between language and social groupings. The course will cover the connection between specific language features in speech communities such as pronunciation of 'r' and the social background of the speaker who uses the feature. Another area that will be dealt with is communicative competence notably the cultural rules governing language interaction. This course has a strong Caribbean focus.

Prerequisites: L14A and L14B or L10A or L10B

L24B (LING2402)- STRUCTURE OF THE ENGLISH LANGUAGE

Offered in Semester 1

Credits: 3

This course begins with a review of basic grammatical concepts and terminology. It then looks at different approaches to understanding the structure of English, namely, traditional versus Structuralist versus Transformational Generative. The course will cover thematic variants of the kernel clause as well as clause/sentence type and aims to give students a solid understanding of English sentence structure.

Prerequisite: L14B or L10B

L25A(LING2501) - LANGUAGE, GENDER AND SEX

Offered in Semester 1

Credits: 3

The course examines the relationship between gender as a social phenomenon and language, and investigates some of the theoretic-

cal frameworks through which it has been studied. Central to its focus is a comparative study of the ways in which men and women throughout the world use language in the development and negotiation of their gendered identities in a range of contexts, as well as the processes through which children acquire gendered language identities. Linguistic Gender and the relevance of charges of sexism in a number of unrelated languages is also investigated.

NB Students are required to record, transcribe and analyse local conversations as part of their Caribbean content.

Prerequisite: Any Level 1 Linguistics course

L27A(LING2701) - APPLIED SPEECH PRODUCTION

Offered in Semester 1 Credits:3

This course investigates the language geography of the Caribbean in terms of speech forms and accents, and asks what makes persons from each territory sound different when speaking the same language. It looks at speech production, inclusive of elocution and accent production.

Prerequisite: L10A

L28A(LING2801) - STRUCTURE AND USAGE OF FRENCH LEXICON CREOLE 1

(NOT CURRENTLY OFFERED) Credits:3

French Lexicon Creole (FLC) is one of the major languages in the Caribbean. This course will inform students about the basic elements and structures of the language such as word order, time markers, pluralisation, questions, and negation; read and analyse basic FLC texts; participate in basic conversations; identify and analyse the structural similarities and differences between FLC and other Caribbean Creoles; identify regional variation among the varieties of FLC; and write FLC using the commonly used writing system (s).

Prerequisite: None

L28B(LING2802) - STRUCTURE AND USAGE OF FRENCH LEXICON CREOLE 2

(NOT CURRENTLY OFFERED) Credits:3

This course is designed both as a foreign language course and as one in the structure of language. Students will be trained in oral and written expression and comprehension as well as receive instruction in the structure of the language. Students will be exposed to a wide range of French-lexicon Creole (FLC) texts, both

written and oral, and the lyrics of popular Kwéyol music. This course will enhance the language skills of students who did L28A and introduce them to more advanced language structures. Students will learn to how to express abstract concepts and discuss topical issues in FLC.

Prerequisite: L28A

L28G (LING2807)- INTRODUCTION TO GARIFUNA

(NOT CURRENTLY OFFERED) Credits:3

This is another in a series of courses offering students exposure to a living Caribbean language. This is an introduction to one of the few Arawakan languages still spoken in the Caribbean, Garifuna as spoken by the Garinagu or 'Black Caribs' of Belize. It will give students the ability to engage in conversational use of the language while exposing them to the structure of the language, including its similarities to other Arawakan languages. This will take place in a context where the student learns to appreciate the sociocultural norms associated with an indigenous Caribbean language.

Prerequisite: None

L28J (LING2810)- INTRODUCTION TO THE STRUCTURE AND USAGE OF JAMAICAN CREOLE

Offered in Semester 2 Credits: 3

This course exposes students to a living Caribbean language. It gives insight into the linguistic structure and usage of Jamaican Creole, helping students to see it as a language in its own right. Orthography, literature and lexicon are some of the areas that will be covered. Distinctions between English and Jamaican Creole will also be highlighted.

Prerequisite: None

L28K (LING2811) - LEGAL TERMINOLOGY IN JAMAICAN CREOLE

(NOT CURRENTLY OFFERED) Credits: 3

The background to any preparation of Jamaican language interpreters for the legal system requires familiarity with the appropriate technical legal terminology in Jamaican Creole. It is this need which this course seeks to fulfil.

Prerequisite: L28J (minimum Grade B)

L28S (LING2819)- STRUCTURE AND USAGE OF CARIBBEAN SIGN LANGUAGE 1

Offered in Semester 1 Credits: 3

Every Caribbean territory has a Deaf community, which has a vernacular language. These languages represent important linguistic minorities in the Caribbean. However, their structures have never been formally taught. As a result, there is a strong demand amongst educators of the deaf for more information on these sign languages as linguistic systems. This course is aimed at exposing students to the structure of a Caribbean Sign Language as a linguistic system and will introduce them to communication in a visual-gestural mode. As an exemplification of this mode, students will be given instruction and practice sentences in a Caribbean sign language to develop basic communicative skills in that language and to gain exposure to the local Deaf culture.

Prerequisite: None

L28T (LING2820)- STRUCTURE AND USAGE OF CARIBBEAN SIGN LANGUAGE 2

Offered in Semester 2 Credits: 3

This course is aimed at enhancing the receptive and expressive sign language skills of students. It will also introduce them to more advanced aspects of the phonology, morphology and syntax, particularly nonmanual behaviours and classifiers of a Caribbean sign language. The students will learn how to express abstract concepts in the sign language.

Prerequisite: L28S

L29A (LING2901)- COMPUTATIONAL LINGUISTICS

(NOT CURRENTLY OFFERED) Credits: 3

This is an exciting course that answers the question, what is computational linguistics, and explores the objectives of and reasons for research in the area. It introduces students to the difficulties and limitations of a computational approach to linguistic problems. It also addresses computational procedures and programming languages, from the perspective of the linguist. The high-point of the course is the application of computational techniques to a problem in linguistics.

Corequisites: L20A and L20B

L29T (LING2920) - INTRODUCTION TO THE THEORY AND PRACTICE OF TRANSLATION

(OFFERED IN ALTERNATE YEARS) Credits: 3

This course presents the fundamental theories of translation as outlined by the various schools of thought on the subject. In seeking to broaden the knowledge base of the student of linguistics and foreign languages, it highlights that translation is far more

than simply changing words in one language to words in another language. Students need to be aware of this in order to effectively produce a new text which conveys the meanings contained in the original text.

Prerequisite: None

LEVEL III COURSES

L30A (LING3001)- ADVANCED PHONOLOGY

Offered in Semester 1 Credits: 3

This course is aimed at Linguistics majors and other students interested in coming to grips with the theoretical details of the inner workings of the phonological systems of human languages. It covers their representation of segments and autosegments, phonological rule types, the representation of the syllable, metrical phonology, the interaction of phonology with morphology and syntax and markedness issues.

Prerequisite: L20A

L30B (LING3002)- ADVANCED SYNTAX

Offered in Semester 2 Credits: 3

LING3002 continues the study of syntactic structure, building on the basic concepts learnt in LING1002 and LING2002. It is primarily for Linguistics majors, but students in other programmes offered by the Department are also encouraged to join us, since we progress seamlessly from work covered in the earlier courses. The course investigates ways in which properties of human language are explained within a theoretical framework, and emphasizes that data are meaningless in the absence of a theory.

We use a Transformational Generative model to investigate how syntactic theory accounts for the generation of certain utterances which X-bar theory is not able to generate. Specifically, it introduces a number of transformations, including head-to-head movement & phrasal movement, and crucially, the restrictions on movement. This is presented as a fairly complete and simple system, laying the theoretical foundation for further explorations.

Prerequisite: L20B

L32A (LING3201)- CARIBBEAN DIALECTOLOGY

Offered in Semester 1 Credits: 3

This is a flagship course of the Linguistics programme. It takes an in-depth look at the socio-historical background and development

of Caribbean languages, and their dialects. It provides a detailed description and analysis of the contemporary Caribbean Creole language structure, and examines the linguistic structure of the Creole continuum. It also pays some attention to the structure of non-Creole Caribbean languages.

Prerequisite: L14A and L14B or L10A and L10B and any TWO of L20A, L20B, L23A, L23B

L32B (LING3202) - CREOLE LINGUISTICS

Offered in Semester 2

Credits: 3

This, the second flagship course of the undergraduate Linguistics programme, begins by examining the validity of the term, *Creole*, and the phenomenon of creolisation. It goes on to look at decreolisation in the context of theories of language change and language acquisition. It finishes by examining the enormous impact which Creole language studies has had on general linguistic theory.

Prerequisite: L14A and L14B or L10A and L10B and any TWO of L20A, L20B, L23A, L23B

L331 (LING3399) - LANGUAGE PLANNING

Offered – Year long course (Semesters 1 & 2)

Credits: 6

This course is conceived as a kind of follow-up to certain aspects of L23A. It starts off with an analysis of the links between language and national identity. It also deals with the role of language in official communication networks. Against this background, it analyses the various kinds of efforts made to plan language and which consciously affect its use in human society. The course then looks at the Caribbean Creole speech communities and the various current developments in language policy in these societies, e.g. Haiti, Suriname, St. Lucia, Dominica, and Jamaica etc. Finally, L331 aims at giving students some practical experience that is related to Language Planning or the development of the resources of languages for official use. This will be done via small research projects, which students would select in consultation with lecturer.

L331 - Language Planning may be taken as an alternative to AR3X0.

Prerequisites: L14A and L14B (or L10A and L10B), L23A and L23B

L33D (LING3304) - THE LANGUAGE OF NEGOTIATION

Offered in Semester 1

Credits: 3

This course, a compulsory course for the major in Language, Communication and Society, is one which focuses on the practical aspects of language use in negotiation. It examines the communica-

tion processes involved in negotiation and covers both the basic principles and the practice of negotiation. It analyses language use in negotiation through role play and simulation and uses these to examine: -

- a. Models and methods of negotiation
- b. Persuasive strategies
- c. Negotiator characteristics and styles
- d. Power and gender issues
- e. Social and cultural issues in negotiation

Prerequisite: L23A or L23B

L33C(LING3303) - DISCOURSE ANALYSIS

Offered in Semester 2

Credits: 3

This course is one of the compulsory courses for the major in Language Communication and Society. It introduces the student to Discourse Analysis with a focus on conflict talk, both around the world and in Jamaican and Caribbean context. It also examines conversational strategies in negotiating conflict. A key aspect of the course involves students collecting, transcribing and coding spoken discourse.

Prerequisite: L23A and L23B or L33D

L37A (LING3701) - FIELD METHODS IN LINGUISTICS

NOT CURRENTLY OFFERED

Credits: 3

This course introduces the student to basic research methods in linguistics. Equipped with this knowledge, students are required to design their own programme of field research and sent into the field, under supervision, to collect language data from informants. They are required to transcribe portions of this data and provide some preliminary analysis.

Pre-requisite: L20A, L20B, L23B

L38S (LING3818) - ADVANCED CARIBBEAN SIGN LANGUAGE

Offered in Semester 3

Credits: 3

This course is designed to help students expand vocabulary and develop language skills and conversational fluency. Specialised vocabularies for areas including medicine and the law are covered. Through this course, students will be immersed in an environment simulated to match that of the sign community. All sessions will be conducted in sign language with very minimal use of voice.

Pre-requisite: L28S and L28T

L39I (LING3909)– THE PROFESSION OF INTERPRETING

Offered in Semester 2 Credits: 3

This course introduces students to the field of interpreting and to the role of an interpreter. It defines the communication process, client(s) and situational assessments. The profession of an interpreter, interpreter role and ethics, the process of interpreting, settings and assignments are also examined.

Prerequisite: None

L39J (LING3910) – THE PRACTICE OF SIGN LANGUAGE INTERPRETING

(NOT CURRENTLY OFFERED) Credits: 3

There is a need for producing persons who can perform professionally. In order to do this, such persons will have to be able to work from a source language to a target language. Visual memory, equivalent message content, vocabulary, register choice and cultural adaptations will be essential. A practicum component of actual supervised interpreting experience will be included in this course to ensure that students meet these criteria.

Prerequisite: L39I

L39L (LING3912) – INTERPRETING IN LEGAL SETTINGS

(NOT CURRENTLY OFFERED) Credits: 3

Although students have been exposed to interpreting in a variety of settings, they need to develop specialised skills for interpreting in legal settings. Students need to be sensitised to issues specific to working in legal fields. This course will prepare students to work in all stages of the judiciary process – from law enforcement officials to court officials.

Prerequisite: L39I

LINGUISTICS PRIZES

Students who achieve best performances in their courses are recognized each year in a Faculty Awards Ceremony. Linguistics prizes are given for the following:

Level I

Linguistics Prize:

Best overall performance in L14A, L10A and L10B

Level II

Linguistics Structure Prize:

Best overall performance in L20A and L20B

Sociolinguistics/Applied Linguistics Prize:

Best overall performance in the other Level 2 courses.

Level III

Linguistics Structure Prize:

Best overall performance in L30A and L30B

Linguistics Non-theory Prize:

Best overall performance in the other Level 3 courses.

John Reinecke Prize for the Best Graduating Linguistics Student

Awarded to the best Graduating Linguistics Student with an 'A' average.

Paul Davis Memorial Prize (Mona only)

This commemorates a First Class (Hons.) graduate of the Department who died in 1977 when he was a Teaching Assistant in Spanish. It is awarded to the student with the best performance in Spanish Language and/or Linguistics in years 2 and 3 with a minimum of B+ average.

PHILOSOPHY

Staff members in the Philosophy Section:

NAME	EXTENSION	ROOM
Prof. John Bewaji (on sabbatical)/Prof. David Friedell	2586	66
Mr. Lawrence Bamikole	3223	59B
Ms. Sandra McCalla	3223	59B
Mr. Paschal Mmere	3223	59B
Mr. Simeon Mohansingh	3223	59B
Mr. Harvey Willis	3223	59B

QUESTIONS TO A PHILOSOPHER

WHAT IS PHILOSOPHY?

The discipline of philosophy is concerned with sustained reflection on central questions of human existence and experience. It provides an opportunity for the study of, and reflection on, issues of ultimate and general nature, which have exercised the minds of humanity throughout the ages. These issues relate to questions of ultimate meaning and human values, which instil in the human mind a sense of wonder and leads to inquiry and the perennial investigation of questions that have deep significance in their relation to the human condition and the nature of being in general.

Philosophy:

- Teaches us to reflect on human intellectual history in areas of deepest concern to us.
- Forces us to ponder questions, the answers to which we assume in our daily lives without first asking the questions.
- Helps us to be more critical and systematic in our thoughts, speech and writing.
- Questions the methods and practices of all other areas of knowledge, e.g. science, history, law, language.

WHAT ARE THE MAJOR AREAS OF INVESTIGATION?

Metaphysics – the study of reality

- What is the nature of the world of which we are a part?
- What is the place of human beings in the universe?
- What is the ultimate reality?

Ethics – the study of conduct

- How do I formulate and justify my moral beliefs?
- Is there one moral standard that binds all human beings?
- What should I do when faced with difficult choices?

Logic – the study of thought

- What is the best way to think?
- What kind of mistakes do I generally make in my reasoning?
- Do the assumptions that I make each day have a solid foundation?

Aesthetics – the study of art

- What makes a good painting or a beautiful poem?

- Does my cultural background affect my judgements of beauty?
- Should movies and music be censored?

Epistemology – the study of knowledge

- What do I know?
- What exactly do I mean when I speak about truth?
- Can I trust my senses to give me reliable knowledge about the world?

PHILOSOPHY AT THE UNIVERSITY OF THE WEST INDIES, MONA

In Philosophy at the University of the West Indies, Mona, the emphasis is placed on the development and recognition of precise and careful argumentation, while the goal is the cultivation and nurturing of a critical, analytical, and cultured mental disposition and attitude to life, the environment, nature, other forms of life and fellow human beings. To attain these objectives, effort is made to pay attention to the central elements of philosophy, such as logic, metaphysics, epistemology and methodology, values and valuation, and the various applications of philosophy to specialized disciplines such as science, religion, politics, psychology, technology, engineering, peace and war, and cyberspace. There is also a deliberate effort made to explore traditions that are immediately relevant to the region – that is, African and Caribbean philosophical traditions alongside the Western and Oriental ones.

WHAT CAN I DO WITH PHILOSOPHY?

The preparation that the Philosophy B.A. degree programme provides is that of an intellectually well-rounded person, who can go into any profession with the confidence of a cultured mind, and who can operate at any level, favourably out-performing people with narrower intellectual backgrounds. In this regard, graduates of philosophy are equipped with the tools to excel in the following professions, should they so choose to specialise: -

- Civil service
- Business
- Public Relations
- Law
- Teaching
- Marketing and Advertising
- Journalism

- Politics
- Computer programming
- Banking
- Human Resource Development and Management
- Cultural Resources Management
- Social Work
- Clergy

WHAT CAN I DO ALONG WITH PHILOSOPHY?

Given the scope of philosophy, there is an abundance of possibilities of courses that may complement philosophy or vice versa. The choice that you make with regard to the other courses that are done in conjunction with philosophy is dependent on your career interests. The list below highlights some of the subject areas that have been of interest to students of philosophy.

- Cultural Studies
- Education
- Foreign Language Studies
- Gender Studies
- History
- Library and Information Studies
- Linguistics
- Literature
- Political Science
- Psychology
- Theology

WHAT IS EXPECTED OF STUDENTS

Attendance at Lectures

Each course requires 2 hours of lectures and 1 hour of tutorials per week. Though attendance at lectures is not compulsory based on University regulations, they are delivered with the understanding that students are attending. The attendance at lectures is crucial, as it is at this point that you are introduced to the main ideas that will guide your reading. Additionally, the results of students have suggested that those persons who do not attend lectures do not perform as well as those who do.

Tutorial Attendance and Participation

In the tutorial session, there is small group interaction with approximately 15 students to each class. Here, a more in-depth dis-

Research

The aim of a philosophy essay is to present well-reasoned arguments to support a conclusion. This can only be reasonably done if there is an adequate amount of information available on the various sides of the issue to allow you to put forward such an argument. It is therefore essential for you to read outside of lecture and tutorial discussions. The philosophy section of the library should become very familiar to you once you are doing a philosophy course. Additionally, other resources such as journals, both in the library and at the library website should be consulted. The Internet may also be used as a supplementary source of information.

Guidelines for Writing A Philosophy Paper

This pamphlet is available to students in an electronic version. Please contact the Department of Language, Linguistics and Philosophy for further details.

DEGREE OPTIONS IN PHILOSOPHY

MAJORS IN THE PHILOSOPHY SECTION

Below is a list of the majors offered and compulsory courses required for them:

MAJOR IN PHILOSOPHY

THIS MAJOR REQUIRES A MINIMUM OF 39 CREDITS
IN PHILOSOPHY, WITH 12 CREDITS TAKEN AT LEVELS I AND II,
AND 15 CREDITS TAKEN AT LEVEL III

LEVEL I

<u>PHIL1003 (PH10C)</u>	Introduction to Philosophy
<u>PHIL1001 (PH10A)</u>	Introduction to Logic
<u>PHIL1002 (PH10B)</u>	Ethics and Applied Ethics

CHOOSE ONE (1) LEVEL I COURSE FROM THE FOLLOWING:

<u>PHIL 1006 (PH10F)</u>	The meaning of life and existence
<u>PHIL1004 (PH10D)</u>	History of Ancient Philosophy
<u>GOVT1001 (GT11B)</u>	Introduction to Political Philosophy
<u>THEO1404 (T 14D)</u>	History of Western Philosophy
<u>THEO1405 (T 14E)</u>	History of Western Philosophy II

LEVEL II

<u>PHIL2002 (PH20B)</u>	Theory of Knowledge
<u>PHIL2003 (PH20C)</u>	Philosophy of the Mind
<u>PHIL2006 (PH20F)</u>	Metaphysics

CHOOSE ONE (1) LEVEL II COURSE FROM THE FOLLOWING:

<u>PHIL2001 (PH20A)</u>	Paradox and Analysis
<u>PHIL2004 (PH20D)</u>	Philosophy of Science
<u>PHIL2005 (PH20E)</u>	Philosophy of Language
<u>PHIL2601 (PH26A)</u>	African Philosophy I
<u>PHIL2602 (PH26B)</u>	African Philosophy II
<u>PHIL2701 (PH27A)</u>	Philosophy in Literature

PH20B (PHIL2002): THEORY OF KNOWLEDGE

{Pre-requisite: Any level-I philosophy course} {Credits: 3}
Offered in Semester 1

This course is problem oriented in which we critically explore contemporary answers to such questions as: What is knowledge? What are the limitations of knowledge? What is belief? The course also examines the status and extent of our knowledge of the world, of ourselves, and other people. Problems about the nature of knowledge, the justification of claims of knowledge, the relationship of knowledge to belief and truth, perception, and the viability of scepticism will be discussed.

PH20C: (PHIL2003) PHILOSOPHY OF MIND

{Pre-requisite: None} {Credit: 3} Offered in Semester 1

An examination of major philosophic theories of the human mind. The traditional dualistic theory that the mind and body are distinctly different will be contrasted with contemporary logical behaviourism and with the modern materialist's theory that the mental can be explained in terms of brain states and brain functions. How are thoughts and sensations related to neurological processes? Could mental states be identical to brain states? What is animal intelligence? Is artificial intelligence? What is the place of holography in the understanding of mind?

PH20D (PHIL2004): PHILOSOPHY OF SCIENCE

{Pre-requisite: None} {Credits: 3} NOT CURRENTLY OFFERED

An introduction to the nature, extent and significance of scientific knowledge. Problems about the nature of scientific theories and models, scientific explanation and prediction, scientific growth, and issues about the relationship between science, religion and morality will be discussed. Various versions of realism in philosophy of science will be discussed. The nature of truth is science and justification in science will be discussed. Is science a metaphysics? How the world is - what does this mean? Is science a product of interest or is science universal? "Open and Closed" predicaments and the Intellectualist Thesis will be discussed. What is scientism?

PH10D (PHIL1004): HISTORY OF ANCIENT PHILOSOPHY

Offered in Semester 2

Credits: 3

There is urgent need to examine the historical development of critical, sustained and reflective thinking of humans in all ancient and pre-Christian societies (African, Asian, Eastern, American, European to the time of Thales) with a view to understanding the antecedents of contemporary philosophy on the one hand, and the variations of themes and factors responsible for such variations in various societies and cultures. This course provides the opportunity for students to explore the foundations of African, Asian, Eastern, American and European philosophies. As peoples in the gateway to the Northern and Southern Americas, the investigation of the intellectual foundations of the ancestors of the peoples of the region is urgent and pressing. This course provides the opportunity for this investigation. This course is designed for first year University students in diverse disciplines of History, Languages, Education, Social, Political, Management, Medical, Natural Sciences, etc.

Pre-requisite: None

PH10F (PHIL1006): THE MEANING OF LIFE AND EXISTENCE

Offered in Semester 1

Credits: 3

The course will be devoted to reflections on the following issues:

- a) **Human nature, morality and society:** Critical and philosophical reflection on varieties of conceptions of human nature, the good life, the rational foundation for morality; the relation of individual to state; authority, liberty, and justice.
- b) **Life, death and existence:** Careful discussion of questions concerning the meaning of life and death, examine concepts and ideas of meaning of human existence historically and analytically from various traditions.
- c) **Purpose of life and conditions for its fulfilment:** The raising and exploration of answers to such questions as: What is the best sort of life? Is there one type of life that is best for everyone? Is democracy the best arrangement for state manage-

ment? Are humans ever truly free?

- d) **Political, social and other arrangements conducive to good life:** An examination of questions about the political and social arrangements of our lives, and questions about blame and responsibility that require us to think about the meaning of human freedom. We explore freedom and responsibility, to enable student to be able to ask questions about the possibility of knowledge, the rationality of religious belief, and the nature of the self. Our discussion includes non-Western and feminist philosophical perspectives.
- e) **Language, symbolism and mythologies and life:** An exploration of the place of language, symbolisms and mythologies in human existence with the hope of generating critical philosophical reflection on the part of students on the various dimensions of relationships - staff/student, lecture/student, seller/buyer, client/provider, parent/child, husband/wife, etc., and we undertake an examination of the role of norms, rules, laws, respect, love, affection, hatred, greed, creativity, destruction and force in human existence. They should be able to answer such questions as: Why be moral? And whose interest is served by my being moral? Why continue to live? Etcetera.

Pre-requisite: None

LEVEL II COURSES

PH20A (PHIL2001): PARADOX ANALYSIS

Credits: 3

NOT CURRENTLY OFFERED

This is entirely a problem oriented course. We will consider a series of paradoxes, some of which are interrelated, some of which originate in the last couple of decades and some of which are of longer history - dating back to the Pre-Socratics. This approach will not only allow us to study a wide range of issues in such areas as philosophy of mind, epistemology and ethics, but more importantly, it will lead to an understanding of different contemporary analytic techniques for tackling philosophical problems which challenge our attempts to understand the world.

Other issues to be explored include nuclear omnicide, holography, fanaticism, Fascism, procreation choices, religiosity, skepticism, space studies, identity issues, post-modernism, post-structuralism, etc.

PH20E (PHIL2005): PHILOSOPHY OF LANGUAGE

NOT CURRENTLY OFFERED

Credits: 3

This course provides the forum for the exploration of the issues at the borders of language, logic, communication, intention, representation, predication and understanding. It explores the intersection that these create for reality in our determination of reality, meaning, science, universals, particulars and truth. What is the relation between thought and language? What is the relation between language and the world? What is linguistic meaning and how does it differ from other kinds of meaning? Does linguistic meaning determine other types of meaning? Why does language matter in philosophy and in intellectual discourse? How does language colour our perception, understanding and representation of reality? Why does one speak one language and not another? Why is understanding of another language never total? What is Indeterminacy Thesis? How does it affect translation and transliteration? These issues will be discussed in the light of the ideas of Frege, Russell, Quine, Grice, Davidson, Chomsky, Wittgenstein, Moore, Sodipo, Hallen and Wiredu.

Pre-requisite: None

PH20F (PHIL2006): METAPHYSICS

Offered in Semester 2

Credits: 3

This course examines critically the definition, nature, subject matter of metaphysics and truth in metaphysics. It surveys the principal types of theories of reality that have been produced in western philosophy, e.g., materialism, idealism, dualism, monism, atomism, and investigates major problems and concepts in metaphysics, e.g., time, space, substance, essence, free will and determinism, causality, the nature of the self and the problem of universals. Discusses also the ancient and modern views on the material constitu-

tion of bodies, organisms, and persons, distinction between properties and substances, artefacts and natural things, and the mind-body problems.

Pre-requisite: Any level-I philosophy course

PH26A (PHIL2601): AFRICAN PHILOSOPHY I

Offered in Semester 1

Credits: 3

This course explores in-depth the African foundation of Greek philosophy. It explores the nature of philosophical thought in pre-classical and classical worlds as found in Asia Minor and African. It discusses issues in such areas of philosophy as epistemology, metaphysics, axiology, logic, political philosophy and philosophies of religion from traditional and contemporary African philosophical perspectives. Critical attention will be paid to issues of analysis in philosophy and other forms of philosophical methods.

Pre-requisite: None

PH26B (PHIL2602): AFRICAN PHILOSOPHY II

Offered in Semester 2

Credits: 3

This course explores the following philosophical and meta-philosophical issues that have pervaded contemporary African philosophical terrain. These are: the ontological question in African philosophy and tradition of thinking, peculiarities of philosophy in "oral" societies, the relation between myth, legend, history and religion in philosophy, the natural order of things, phases of discourse. Bantu philosophy and Intellectualist Thesis.

Pre-requisite: Any level-I philosophy course or PH26A

PH27A (PHIL2701): PHILOSOPHY IN LITERATURE

Offered in Semester 1

Credits: 3

Works of literature are sometimes representations of philosophical problems as lived experiences and as such provide opportunities for discussion of philosophy and life. This course is an examination of a number of central philosophical issues as they are reflected in literary works. Among the issues examined are the following: the question of God and the problem of evil, determinism,

free will and fatalism, freedom and man's search for identity, the meaning of life and the obligation to obey the law.

Pre-requisite: None

PH27B (PHIL2702): INTRODUCTION TO ART

Offered in Semester 2

Credits: 3

Civilizations document their existence in three broad ways: their deeds, their works and their art. Is their art the most trust-worthy account of their achievements? Why is art important to civilizations? What importance has art to life to warrant the expenditure of so much energy in production and appreciation? What creates artistic intelligibility? Is this intelligibility universal? This course is devoted to an examination of the philosophical issues in art. Questions to be addressed include the following: What is art? Is aesthetic experience different from other kinds of experience? How do we know that a work of art is good? Should art be judged on moral grounds? What is the value of art? The runway - models, fashion shows, pageants, designs. The course aims at deepening the understanding of the arts and increasing appreciation of the role they play in society.

Pre-requisite: None

PH29B (PHIL2902): MODERN PHILOSOPHY

Credits: 3

NOT CURRENTLY OFFERED

Contemporary philosophy is very much indebted to what are referred to as the *moderns*, namely, several 17th and 18th century philosophers. Although the *moderns* were not isolated thinkers and their works were everywhere influenced by the thoughts of their predecessors and contemporaries, it is not extravagant to credit them with initiating modern philosophy. This course is aimed to study in part one what has become known as the school of *rationalism* in which three philosophers stand out: namely, Descartes, Spinoza and Leibniz. The course covers a selection of subjects from their works with an emphasis on their metaphysical and epistemological aspects. We will study the school of *empiricism*, and Kant's philosophy as a reaction to both rationalism and empiricism.

Among the empiricists, the works of three figures loom large: Locke, Berkeley and Hume. Again, the course is concerned mainly with epistemological and metaphysical aspects of empiricist and Kantian philosophy.

Pre-requisite: None

LEVEL III COURSES

PH30F (PHIL3006): AMERICAN PHILOSOPHY

Offered in Semester 2

Credits: 3

The course will be devoted to reflections on the following issues:

- The beginning and origins of American philosophy within the context of Puritanism.
- American intellectual attempts to deal with revolution
- American intellectual attempts to deal with slavery
- American intellectual attempts to deal with racism
- Transcendentalism in American philosophy.
- Pragmatism as American contribution to philosophy.
- African-American contributions to philosophy.
- The American way – opportunity, progress and individualism!

Pre-requisite: None

PH30L (PHIL3012): PHILOSOPHY OF LAW

Offered in Semester 1

Credits: 3

This course provides a systematic consideration of the fundamental issues in the conception and practice of law, origin of law, laws, commands and orders, sovereignty and subject, legitimacy and autonomy, laws, ethics and justice, democracy and the law, gender and the law, discrimination and reverse discrimination, war and laws, sanctity of life and law – suicide, capital punishment, cloning, organ transplantation, etc., conscience and the law. It provides a forum for the discussion of such perennial themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the con-

nection between law and social policy. We look at philosophical issues in crime, civil rights, punishment, and the legislation of morality. International laws – perspectives and problems.

Pre-requisite: None

PH30R (PHIL3018): PHILOSOPHY OF RELIGION

Offered in Semester 2

Credits: 3

The purpose of this course is to enable students to critically examine claims about human ability to explore, understand and effectively communicate knowledge of the supernatural domain. Thus we explore efforts to explain the existence of God and God's relationship to the world. What, if anything, do the efforts prove? Could they be valid? What justification, if any, can or needs to be provided for them? The course is concerned primarily with the claims of many world religions (Christianity, Judaism and Islam), and with the central claim of those religions, that there is a God. God is said to be omnipresent, omnipotent, omniscient, perfectly good, a source of moral obligation and so on. But what does it mean to say that God has these properties, and are they consistent with each other? Could God change the past, or choose to do evil? Does it make sense to say that God is outside time? Students will have the opportunity to study arguments for the existence of God - for example, the teleological argument from the fact that the Universe is governed by scientific laws, and the argument from people's religious experiences. Other issues are whether the fact of pain and suffering counts strongly, or even conclusively, against the existence of God, whether there could be evidence for miracles, whether it could be shown that prayer "works", whether there could be life after death, and what philosophical problems are raised by the existence of different religions. Does it make sense to say that the life and death of Jesus atoned for the sins of the world, and could one know this? Is determinism a meaningful article of faith? What about life after death? Is there any possibility of a judgment day? Among the major philosophers whose contributions to the philosophy of religion you will need to study are Aquinas, Hume, Nietzsche, Camus, Sartre, Kierkegaard and Kant.

We discuss ideas of God from other non-Western traditions. Does the Western tradition constrict the existence of God? What is the purpose of war in religion? Whose wars are these? Why does God need Satan? How do other traditions deal with binary of opposites? Students will be allowed to freely reflect on religion as an institution, as theology and as relationship.

Pre-requisite: None

PH30Z (PHIL3026): PHILOSOPHY OF ISLAMIC LAW

NOT CURRENTLY OFFERED

Credits: 3

The contemporary world finds ever increasing commerce between Western Societies, their appendages and the Islamic World. It is therefore necessary to gain a better understanding of the principles by which the Islamic world operates. This requires exposure to the Qur'an and the Hadith which are foundations on which Islamic Jurisprudence is based. Students are encouraged to familiarize themselves with and undertake an analysis of the origin, sources, schools of Muslim Law and to gain an understanding of the important difference between Sunnis and Shiites schools of law. This course is designed primarily for students from various disciplines interested in comparative philosophy, comparative law, international relations and international trade, cooperation and business.

PH35J (PHIL3510): PHILOSOPHY OF SEX AND LOVE

Offered in Semester 1

Credits: 3

This course investigates philosophical approaches to love, friendship, marriage, and eroticism in both classical and contemporary philosophy. It involves an investigation of the nature of sex and the nature of love and of the conceptual relationship between sexuality and love. Explored also are the concepts of gender and gender roles, and gender equality. Included is an investigation of social, ethical and legal controversies regarding sexual behaviour, marriage, and privacy. Metaphysical (eg. what is sex?), epistemological (can a member of one sex really know what it is for someone of the opposite sex to experience sexual intercourse?) and ethi-

cal queries (is pre-marital sex moral or immoral?) are tackled in this course.

Pre-requisite: None

PH36A (PHIL3601): RECENT PHILOSOPHY I

Offered in Semester 1

Credits: 3

This course introduces students to the various philosophical theories, themes and perspectives of the 20th Century. These are existentialism, phenomenology, Marxism, utilitarianism, analytic philosophy, pragmatism, nihilism, pacifism, intuitionism, linguistic philosophy, positivism and phenomenism. The course will attempt to underscore the multifaceted nature of the philosophical perspectives of the twentieth century.

PH36B (PHIL3602): RECENT PHILOSOPHY II

{Pre-requisite: PH36A or one Level-I philosophy course}

{Credits: 3}

Offered in Semester 2

This course introduces students to the major issues which have arisen within contemporary philosophical debate toward the closing decades of the 20th Century. The course will present a survey of the major debates and attendant movements such as rationality, objectivity, universalism, ecosophy, racism, racialism, multiculturalism, liberalism, ethnicity, ethnocentrism, feminism, gender philosophy, and patriarchalism. The contributions of contemporary philosophical traditions of non-Western cultures to the formulation of issues and debates in recent philosophy will be seriously discussed.

PH38C (PHIL3803): 20th CENTURY CONTINENTAL PHILOSOPHY

{Pre-requisite: None} [Credits: 3] NOT CURRENTLY OFFERED

This course is intended to cover some of the major figures of 20th century Continental Philosophy and their relevance to issues such as post-modernism and feminism. They include philosophers like Heidegger, Merleau-Ponty, Sartre, Foucault, Derrida and Rorty.

PH39B (PHIL3902): 19th CENTURY CONTINENTAL PHILOSOPHY

{Pre-requisite: None} [Credits: 3] NOT CURRENTLY OFFERED

Continental Philosophy is an umbrella term of art that conventionally refers to the philosophical work coming out of France, Germany, and elsewhere in continental Europe since the beginning of 19th century. This course, however, concentrates only on the 19th century period of Continental Philosophy where three post-Kantian philosophers along with the originators of phenomenology occupy a central place: namely, Hegel, Schopenhauer, Nietzsche, Brentano and Husserl. The course is designed to initiate students into the intricacies of their thoughts and their impact on the subsequent development of Continental Philosophy.

PH300 (PHIL3099): RESEARCH IN PHILOSOPHY

(Yearlong)

{Pre-requisites: PH10A, PH10B, PH10C, PH20B, PH20C, and PH20F}. [Credits: 6]

Offered in Semester 1 & 2

This course provides an introduction to research in Philosophy, doing critical reading in non-classical works in Philosophy and understanding the background to the works of each author. Detailed reading of the works of a major philosopher, such as Socrates, Plato, Aristotle, Hume, Russell, Kant, Marx, Husserl, Heidegger, Sartre, Merleau-Ponty, Ricoeur, Gadamer, Wittgenstein, Whitehead, McTaggart, Ryle, Austine, Ayer, Quine, Davidson, Nagel, Strawson, Dummett, Putnam, Kripke, Rorty, Augustine, Amo, Bodunrin, Sodipo, Du Bois, Garvey, Oruka, Hountondji, C. L. R. James, Wiredu, Van Sertima, Diop, Mazrui, etc. As a culmination of the course, there is the requirement of an essay, which is to be written under the supervision of the course lecturer.

PHILOSOPHY PRIZES

Students who achieve best performances in their courses are recognized each year in a Faculty Awards Ceremony. Philosophy prizes are given

- for the highest average of all compulsory courses at Level I, II and III.
- for the most outstanding graduating Philosophy student.

POSTGRADUATE PROGRAMMES

LINGUISTICS PROGRAMMES

Entry Requirements

For the M.A. programme, the minimum requirement is a Lower Second Class degree. For the M. Phil. and Ph. D. programmes, the minimum requirement is an Upper Second Class degree.

Where persons have a limited background in linguistics, they will be required to do qualifying courses before entering the graduate programme.

UWI graduates, in order to enter the M.A, M.Phil and Ph.D. programmes in Linguistics, are expected to have done at the undergraduate level, at least the following: -

- L14A •L10A •L10B •L20A •L20B •L23A •L23B
- L30A •L30B •L32A •L32B

TAUGHT M.A. PROGRAMMES

The M.A. in Linguistics and M.A. in English Language are offered by courses delivered intensively during the summer as well as the year.

M.A. in Linguistics

The tentative schedule of graduate courses to be offered over the next two years is as follows: -

Programme Structure

The M.A. in Linguistics is currently being offered as a part-time programme. Students would normally enter the programme in the summer/Semester 3 of an academic year, that is, July and would be required to do one (1) course intensively in summer with the examinations set for early September and the assignment due January 31 of the following year. Over Semesters 1 and 2, students would do a second graduate course, the evaluation for which would be complete at the end of Semester 2. A third graduate course would then come on stream in the second summer, with the same structure as the first summer course. The fourth course would be offered over Semesters 1 and 2 of the second aca-

demic year. This means that the student doing one course in the summer and one course in the year would complete the programme in 2 years, from July of Year 1 to June of Year 2.

Of the four courses on offer for the M.A., three are compulsory: L600, L610 and L620. In place of L640, students can opt to do an M.A. research paper, L650.

CODE	COURSE NAME	SEMESTER
L600 (LING6099)	Issues in Syntax and Phonology	Yearlong, 1 st Year of Programme
L610 (LING6199)	Selected Topics in Caribbean Language Structure	III, 1 st Year of Programme
L620 (LING6299)	Language Variation	Yearlong, 2 nd Year of Programme
L640 (LING6499)	Applied Linguistics	III, 2 nd Year of Programme
L650 (LING6599)	Research Paper <i>(Alternative to L640)</i>	

COURSE INFORMATION

L600 (LING6099) - Issues in Syntax and Phonology

This course is offered during 2011/2012

A selective survey of recent developments in phonological and syntactic theory. Topics to be surveyed will be chosen from among the following:

Generative phonology, psychological reality in phonology, prosodic structure, the relationship between phonology and syntax, the Minimalist approach to syntax, syntactic Feature Theory, accounting for (un)grammaticality.

L601 (LIN) - Linguistic Universals and Typology

NOT CURRENTLY OFFERED

A study of selected topics in phonology, morphology, syntax and semantics. The emphasis will be on cross-linguistic comparison, with data drawn from a wide range of languages. Subjects to be examined will include tonology, implicational universals in phonology, word order, relative clause, animacy, causatives, tense and aspect, definiteness, quantification and modality.

L610 (LING6199)- Selected Topics in Caribbean Language Structure

Students will be encouraged to apply the theoretical apparatus acquired in L20A, L20B, L20E and L600 or L601 to Caribbean data.

Topics will be selected from, *i.a.*:

- Morphophonemic alternation
- Tense, aspect, modality
- Verb Serialisation
- Negatives
- Passives
- Relativisation
- Topicalisation
- Morpheme classes
- Semantic deep structures

L620 (LING6299) - Dynamics of Language Variation

The course will discuss various approaches to language variation using Caribbean language phenomena as the main illustrations. It will look at the history of variation studies, beginning briefly with linguistic geography, structural dialectology and the break with monolithic assumptions of generative grammar.

The following major areas will be covered.

- Historical comparative variation as a foundation for current variation
- Variable rules
- Quantitative methods in Sociolinguistics, correlations with non-linguistics data

- Implicational grammar
- Polylectal grammar

**L630 (LING6399) - The Structure of Caribbean English(es)
(NOT OFFERED)**

The course will focus on the very important but largely unstudied field of acrolectal speech (in continuum situations, Jamaica, Guyana) and "educated speech" (Trinidad, Barbados). It will study processes and criteria of language standardisation and especially of the emergence of variant regional norms of standard language (American English, Canadian French, Indian English etc.) and will then look at the structure of the emerging West Indian norms. Since there is virtually no work on this latter area, this part of the course will largely be of the "Workshop" type devoted to the discovery of the structure of West Indian English.

L640 (LING6499)- Theoretical Issues in Applied Linguistics

This course will be concerned with in-depth examination of selected topics from current research on language usage and language acquisition. Wherever possible, illustrations will be drawn from the Caribbean. Topics will include the study of language in context (e.g. Speech Act Theory, Conversational Implications, Conversational Analysis) as well as the roles of cognitive process, language function and language structure in the linguistic development of young children and issues in second language acquisition theory (e.g. processes involved, the role of particular variables such as age, first language input, affective variables). The relation between the above-mentioned subjects and recent approaches to language teaching will be discussed, with reference to teaching of English and of Foreign Languages in the Caribbean context. Relevant topics in this area will include the teaching of language as communication and the role of grammar in language teaching.

L650 (LING6599) - Research Paper

RESEARCH DEGREES - M. Phil./PhD

The Department also offers an M. Phil./Ph. D. programme in Linguistics. This is a research degree programme. However, normally, in addition to carrying out their research, entrants into this programme would be expected as a Departmental requirement to do three (3) of the taught courses designated for the M.A. programme.

Research area – The research interests within the Department include Creole languages, African Linguistics, sociolinguistics, discourse analysis, language planning, applied linguistics, syntax and phonology.

Assignment to supervisors – Students admitted to this programme would be assigned a supervisor as appropriate to their area of research.

Upgrading to Ph.D. – Students admitted to the M. Phil. programme have the option to seek an upgrade to the Ph. D. up to three years into the programme, subject to the presentation of a research proposal and a sample of the research already undertaken at an Upgrading Seminar.

ENGLISH LANGUAGE PROGRAMME

1 Who is the Programme for?

Persons interested in English Language usage in Public Media, Editors, English Language Trainers and Teachers at the Post-secondary level (especially for courses such as CAPE Communication Studies, UWI courses such as UC010, UC120/FD10A/FD14A, and equivalent courses at Teachers' Colleges, and other universities and tertiary institutions).

Persons involved in post-secondary English Language teaching or training would, in doing a programme like this one, develop a detailed, intimate and technical knowledge of the subject matter and the tools with which they work rather than simply relying on the fact that they already 'know' and use English or have a disciplinary background in the study of literature in English. The subject matter of the courses in this programme, developed and researched by linguists as part of their academic discipline, will be presented in a manner which is specially adapted to the specific needs of the post-secondary English Language and/or Communication Studies teacher.

2 What will I learn?

On successful completion of the programme, students should

1. Have a solid grasp of the social, political and ideological issues surrounding English and its use within the Caribbean and the world
2. Have a sound understanding of the major linguistic features of English, notably its phonology, syntax and discourse structures, and the ability to use data and sources within the literature to extrapolate rules of grammar, spelling, etc.
3. Have a strong awareness of the linguistic and social context within which English is used in the Caribbean, in particular the linguistic structures of Caribbean Creole languages and the social issues surrounding their use.
4. Display a solid understanding of the issues surrounding the design and content of post-secondary level English language courses, i.e. courses with titles such as 'Use of English', 'Communication Studies', 'English for Academic Purposes', etc.

5. Be able to apply the knowledge of content and the skills as presented in 1) - 4) to develop, design, teach and examine successfully post-secondary English Language courses.

3 How will it be delivered?

The programme is designed for busy professionals who do not have the time to fit into a regular full-time programme offered during the work week. The delivery is, therefore, primarily online and distance/reading with a minimal face-to-face component which will be offered one Sunday per month. The period in between, though free of classes, are designed for more individual work, notably library use, reading and preparation of assignments.

4 How will weekend instruction be structured?

There are 6 hours of classes on each of the two weekend days of instruction. There would be three hours of classes, running from 9 -12 noon, followed by a lunch break. Classes would begin again at 1.00 p.m. and run until 4p.m. The entire instructional process is designed to create an atmosphere of cooperation and teamwork amongst members of the class, and the possibility for a great deal of informal contact between students and lecturers.

L10A (LING1001) – Introduction to Phonetics and Phonology
L10B (LING1002) – Introduction to Morphology and Syntax
L23A (LING2301) – Sociology of Language
L23B (LING2302) - Sociolinguistics

COURSE CODE	COURSE TITLE	REMARKS
L10A (LING1001)	Introduction to Phonetics and Phonology	<i>(Departmental Undergraduate Level Requirement delivered in Foundation Semester).</i>
L10B (LING1002)	Introduction to Morphology and Syntax	
L23A (LING2301)	Sociology of Language	
L23B (LING2302)	Sociolinguistics	
LG600	Advanced Academic English Language Skills	
L63B (LING6302)	The Sociolinguistics of (West Indian) Language and Society	
L64A (LING6401)	The Grammar of English: An Extrapolatory Approach [new course]	
L64B (LING6402)	World Englishes	
L62A (LING6201)	Comparative Caribbean English-lexicon Creole	
L64F (LING6406)	The Pronunciation and Spelling of English	OR
L64G (LING6407)	Discourse Styles of English	
L61C (LING6103)	Principles and Methods of English Language Teaching	
L61F (LING6106)	The Content of Tertiary Level English Language Courses	

Schedule

The programme is planned to last 19 months, i.e. 5 semesters of three months each, (inclusive of Summer), with 4 breaks. Classes are held Saturdays and Sundays on alternate weekends. The details of payment procedure, course information and schedule can be viewed on the Jamaica Language Unit website <http://www.mona.uwi.edu/dllp/jlu/masters/index.htm>

COURSE INFORMATION

LG600 – Advanced Academic English Language Skills

Credits: 3

Pre-requisites: None

This course will require intense involvement on the part of students in activities which include expository writing with focus on research/report writing, interactive/collaborative sessions such as class presentations, peer critiquing/reviewing and group work. Students will also be afforded the opportunity to enhance their linguistic abilities by processing and evaluating texts with varying types of content and structural organization.

Students will be required to maintain a portfolio in which all work/ assignments will be kept.

L63B – The Sociolinguistics of (West Indian) Language and Society

Credits: 3

Pre-requisites: L14A, L14B, L23A, L23B

This course is designed to expose students to a more detailed examination and analysis of basic sociolinguistic concepts, issues and problems that are of theoretical importance and practical relevance to (West Indian) speech communities, given their diverse linguistic backgrounds.

The course will address some theoretical issues in Sociolinguistics that have relevance for Caribbean communities.

L64A – The Grammar of English: An Extrapolatory Approach

Credits: 3

Prerequisites: L14A, L14B, L23A, L23B

By the end of the course, the student should be able, with reference to any of the major syntactic structures of English, (i) to work out a rough initial rule (ii) check and refine this against data ob-

tained from corpora of English, notably the International Corpus of English and (iii) test its validity in relation to analyses presented in authoritative sources on the syntax of English, both those which are traditional and prescriptive and those which are modern and descriptive.

L64B -World Englishes

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

At the end of this course, the student should be able to (i) demonstrate knowledge of the spread and distribution of English across the world, (ii) show sensitivity to issues such as what constitutes 'Standard English', 'Internationally Acceptable English', etc. (iii) be able to identify the major phonological, syntactic and lexical features which mark off the various regional standard varieties from each other, (iv) demonstrate a familiarity with the use to which the various international electronic corpora of English, notably those compiled by and available within the ICE (International Corpus of English) project, can be put in addressing the issues raised in (iii).

L62A- Comparative Caribbean English-lexicon Creole

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

At the end of the course, students should demonstrate, in relation to Caribbean English-lexicon Creole languages

1. a hands-on ability to use the entire range of sources of real language data, including language corpora, available to do comparative research on these languages,
2. a capacity to use, for comparative purposes, academic and scholarly material which describe particular languages or linguistic features
3. the ability to present simple but linguistically sound descriptions of the major features shared by these languages,
4. a knowledge of the range of formal and structural similarities and differences across these languages as well as the areal, dialect cluster and/or socio-historical factors which explain these.

L64F -The Pronunciation and Spelling of English

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

At the end of the course, the student should be able to (i) identify with reference to specific phonological features the accents of English across the world, (ii) use knowledge of English phonology and English orthographic conventions to demonstrate the details of the relationship between the two, (iii) use dictionaries and related works, inclusive of pronunciation guides, to identify the various other sources of influence on the spelling of English, notably etymology and morphology.

L64G-Discourse Styles of English

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

By the end of the course, students should be able to demonstrate (i) a grasp of the major discourse styles of English, as viewed from different theoretical perspectives, (ii) an awareness of Caribbean English discourse styles and how these conform to and/or vary from those of other varieties of English, and (iii) an ability to re-search some of these using the range of actual language data currently available.

L61C - Principles and Methods of Language Teaching

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

The aim of this course is to have students explore theoretical issues relevant to English language teaching, the principles of selected approaches to the teaching of English and an exploration of methods used to teach English. The course will also allow for the exploration of concepts such as: competence and proficiency and the distinction between cognitive, academic, language proficiency (CALP) / literacy-related skills and basic interpersonal communication skill (BICS).

L61F - The Content of Tertiary Level English Language Courses

Credits:3 **Prerequisites:** L14A, L14B, L23A, L23B

At the end of this course, students should be able (i) to show an awareness of the traditions and issues involved in identifying course content for tertiary level English Language courses and (ii) to demonstrate the ability to make appropriate and informed choices when decisions have to be made about what constitutes the content of such courses.

PHILOSOPHY PROGRAMMES

The M.A. Programme Details:

The M.A. in Philosophy is a 24-credit programme consisting of six 3-credit taught courses and a 6-credit Research Paper. Students may be admitted, subject to the demand for courses and staff availability, as Full-time or Part-time. Again, subject to student demand and staff availability, courses may be offered in each of the two semesters and/or in the summer. A Full-time student would be required to do 18 credits of taught M.A. courses in the year, and begin the Research Paper in Semester 2, and complete by the end of Summer. For Part-time students, there is a requirement to do a minimum of 6-credits per year, inclusive of the Summer.

The M.A. Philosophy Courses:

Students are also required to enroll for and pass the following year-long, non-credit Seminar Course - PH300 (Research in Philosophy), if they have not done this or its equivalent in their Undergraduate programme. The general University regulations apply to this programme.

Entry Qualifications for M.A. Programme:

Persons with University degrees in any discipline may be admitted. However, persons with little or no background in Philosophy at undergraduate level may be required to come in as Qualifying Students, and pass prescribed undergraduate Philosophy courses, before being admitted to the M.A. Philosophy programme.

COURSE INFORMATION

PH60A: Advanced History of Philosophy

Credits: 3

Semester 1

This course provides the opportunity to study some of the central problems and some of the central thinkers of a specific period in the History of Philosophy in the broadest sense. In this regard

students are encouraged to read the primary texts of the periods under study. Because specialization and interest of lecturers may vary, the lecturer for the Course will determine which period will be studied. The periods include Philosophies of the Ancient World – such as in Asia (e.g., India, China, Asia Minor and Africa); Socrates, Plato and Aristotle; Post-Aristotelian Philosophy in Greece, Middle East and Africa – Christianity in its early days, Medieval Philosophy (European Dark Ages and Civilization in Asia Minor and Africa); Modern Philosophy – Bacon, Descartes, Leibnitz, Spinoza, Malebranche, Hobbes, Locke, Hume, Rousseau, Machiavelli, Berkeley, Kant, etc., and Contemporary period – Wittgenstein, Russell, Rorty, Derrida, Ayer, Quine, Wiredu, Sodiipo, Nkrumah, Garvey, Malcolm X, Du Bois, Nyerere, Awolowo, etc.

CODE	TITLE
PH60A (PHIL6001)	History of Philosophy
PH60B (PHIL6002)	Advanced Epistemology/Theories of Knowledge
PH60C (PHIL6003)	Advanced Metaphysics
PH60D (PHIL6004)	Advanced African Philosophy
PH61A (PHIL6101) OR	Advanced African Diaspora Philosophy
PH60E (PHIL6005) OR	Advanced Value Theory – Ethics I
PH61B (PHIL6102) OR	Advanced Value Theory – Ethics II
PH61C (PHIL6103) OR	Aesthetics
PH60F (PHIL6006) OR	Advanced Political Philosophy
PH61D (PHIL6104)	Philosophy of Science
PH650 (PHIL6599)	Research Paper

PH60B: Advanced Epistemology

Credits: 3 **NOT CURRENTLY OFFERED**

This course is intended to provide the forum for the critical interrogation of issues in theories of knowledge. Issues to be discussed will include epistemological and meta-epistemological issues such as Why theory of knowledge? Theories of Knowledge. Sources, Types and Limits of Knowledge. Ways of Knowing. Scientific versus non Scientific Knowledge. Gendered Epistemologies. Naturalized Epistemology. Epistemology without a knowing Subject. Phenomenology of Knowledge. Sociology of Knowledge. Knowledge and Belief. Truth and Knowledge. Sceptical Epistemology. Modernism and Postmodernism in Epistemology. Contending Epistemologies. Knowledge in the various Disciplines - Natural Sciences, Social Sciences, Humanities, etc.

PH60C: Advanced Metaphysics

Credits: 3 **Semester 2**

Students taking this paper will be expected to:

1. Acquire a more thorough knowledge of some of the main metaphysical claims and arguments in philosophy
2. Acquire a more thorough and detailed knowledge of some of the main claims and arguments in the philosophy of mind
3. Acquire an understanding of how these claims and arguments relate to one another.
4. Engage in close criticism with the claims and arguments studied.
5. Develop their own powers of philosophical analysis and argument through study of metaphysics and the philosophy of mind.
6. Develop their ability to think independently about philosophical problems and arguments.
7. Understand and engage critically with the principal metaphysical theses of the set text.

PH60D: Advanced African Philosophy

Credits: 3 **NOT CURRENTLY OFFERED**

This course provides the opportunity to explore such issues as: The relevance of Philosophy in African, Themes in African, such as Epistemological Issues, Metaphysical Issues, Axiological Issues. Other Special Themes in African Philosophy: slavery, colonialism, leadership vacuum, educational issues, morality of oppression, dependency syndrome, scapegoat mentality, identity crises, etc., and intellectual figures in African Philosophy such as Sithole, Awolowo, Nkrumah, Nyerere, Cabral, Mandela, Tutu, Wiredu, Oruka, Sodipo, Hountondji, etc. will be explored.

PH60E: Advanced Value Theory

Credits: **NOT CURRENTLY OFFERED2**

This is an advanced course in ethics and ethical theory. It will involve looking critically at Ethics and Traditions. It will involve careful discourse of Ethical Theories and Issues either through a detailed study of some major writers in ethical theory (such as Plato, Aristotle, Neitzche, Kant) or by way of a systematic examination of some critical issues in ethics (such as amoralism, ethics of truth, power, colonialism, slavery, peace and violence, hunger, race, affirmative action, gender and abortion, animal rights and welfarism). In this regard, the course provides a forum for the discussion of such issues as the nature and status of ethical claims: fact-value dichotomy, the naturalistic fallacy, objectivity and subjectivity controversy in ethics, emotivism. Also attention will be directed at the subject of morality and the self in society, exploring issues such as amoralism, egoism and altruism. Opportunity will also be provided for interrogating the issue of ends of action and practical reason. What are conflicts of values and moral psychology?

PH60F: Advanced Political Philosophy

Credits: 3 **NOT CURRENTLY OFFERED**

An examination of philosophical theories of political organization. Such issues as justice, distributive justice and power, rights, freedom, slavery, colonialism, individualism, legitimacy, ideology,

UNITS / CENTRES

ENGLISH LANGUAGE PROFICIENCY UNIT

The English Language Proficiency Test Unit (ELPTU) is a unit in the Department of Language, Linguistics and Philosophy at The University of the West Indies, Mona Campus.

It coordinates the English Language Proficiency Test and UC010: Fundamentals of English Course. Details of the guidelines to the test or exemptions from the Test. (See pages 9-12 for more information).

JAMAICAN LANGUAGE UNIT

The Jamaican Language Unit/ Unit for Caribbean Language Research (JLU/UCLR) is a unit in the Department of Language, Linguistics and Philosophy, UWI, Mona, with effect from September 2002.

In May, 2001, representations were made to the Joint Select Committee of the Parliament of Jamaica on the draft Charter of Rights (Constitutional Amendment Bill) on the need to include within the charter freedom from discrimination on the grounds of language. The point was made that many citizens of Jamaica lack competence in English, the language in which services of the state are normally provided. The vast majority of such persons are speakers of Jamaican, widely referred to as Patwa. It was argued that failure to provide services of the state in a language in such general use or discriminatory treatment by officers of the state based on the inability of a citizen to use English, was a violation of the rights of citizens so affected. The proposal was made that freedom from discrimination on the ground of language be inserted into the Charter of Rights. To support such a right, it was recommended that a language planning agency be set up.

The language planning agency thus set up has the responsibility

for:

- (a) formally proposing and popularising an official standard writing system for Jamaican,
- (b) the development of specialised Jamaican terminology in the areas covered in the public communications of the various state agencies,
- (c) developing styles of usage in Jamaican appropriate to public and formal functions,
- (d) developing standards of non-discriminatory language usage for public agencies,
- (e) running training programmes for public officers in relation to (a) - (d),
- (f) monitoring the level of performance by public agencies in the area of the provision of services in a manner which did not discriminate on the ground of language, and
- (g) providing public education on the issue of language discrimination in Jamaica.

THE WRITING CENTRE

In keeping with the belief that everyone can develop writing competencies, **THE WRITING CENTRE**— through its tutors and coaches who are fully committed to the goal of improving communicative competence and empowering student writers, provides guidance in all stages of the writing process for students of diverse backgrounds and experiences in writing, in a welcoming, supportive and collaborative environment.

Services offered to Students:

- Reference library of handbooks,
- dictionaries,
- style manuals for individual consultation and tutorial support.
- Internet resources and writing software for individual consultation and tutorial support.

- Individual and small group consultation for assistance with **writing assignments**. Students may make appointments to discuss ways of improving their writing.
- One-to-one coaching in remedial grammar.
- Assistance with resumé writing and proposals.
- On a “first-come-first-served” basis, students use designated computers to access internet/web - search facilities. Students must provide their own storage media as they are not allowed to save files on the hard drives. The computers are not to be used for sending emails or surfing the net for non-writing information.

We will not edit your papers or predict your grades. We will help you to revise your work, develop your style and technique to communicate meaning in an effective manner.

Services offered to the wider community:

We offer services to companies and groups

- The Writing of Reports, Memos and Minutes
- The Art of Public Speaking
- Fundamentals of English

Writing for the world of work.

PHIL2702 (PH27B)	Introduction to Philosophy of Art
PHIL2902 (PH29B)	Modern Philosophy
EDPH2012 (ED20L)	Philosophy, Human Nature and Educational Theory
EDPH2017 (ED20Q)	Understanding and the Curriculum
GOVT2003 (GT21B)	Theories of the State
GOVT2050 (GT27B)	Issues in Marxism
THEO2401 (T 24A)	Philosophy of Religion
THEO2404 (T 24D)	Hermeneutic Philosophy

LEVEL III

PHIL3601 (PH36A)	Recent Philosophy I
PHIL3602 (PH36B)	Recent Philosophy II
PHIL3099 (PH300)	Research in Philosophy: Perennial Issues and Great Thinkers in Philosophy I & II

CHOOSE ONE (1) LEVEL III COURSE FROM THE FOLLOWING:

PHIL3006 (PH30F)	American Philosophy
PHIL3012 (PH30L)	Philosophy of Law
PHIL3018 (PH30R)	Philosophy of Religion
EDPH3011 (ED30K)	Moral and Political Issues in Educational Policy
PHIL3510 (PH35I)	Philosophy of Sex and Love
PHIL3026 (PH30Z)	Philosophy of Islamic Law
PHIL3803 (PH38C)	Continental Philosophy – 20th Century

SPECIAL in PHILOSOPHY

The SPECIAL requires a minimum of 54 credits in Philosophy. Students must do all the required courses for the Philosophy Major in addition to 15 other credits in Philosophy between levels 2 and 3. (See clause 7(a) & (c), p. 11)

MINOR in PHILOSOPHY

Students willing to do a minimum of 15 credits in the discipline from courses at Levels II and III can declare a **Minor in Philosophy**. Students will be required to do PH10C, which is a pre-requisite for courses at levels II and III.

COURSE INFORMATION

LEVEL I COURSES

PHIL1001 (PH10A): INTRODUCTION TO LOGIC

[Pre-requisite: None] [Credits: 3] Offered in Semester 2
An introduction to essential principles of reasoning and critical thinking designed to introduce students to the analysis of concepts, to enhance their ability to evaluate various forms of reasoning and to examine critically beliefs, conventions and theories, and to develop sound arguments - good arguments, fair argumentation, and validity. Topics include fundamentals of logic and analysis, definition, uses of language, conceptual analysis, logical fallacies, deduction and induction, analytic and synthetic propositions, scientific method and explanation, distinctions.

PHIL1002 (PH10B): ETHICS AND APPLIED ETHICS

[Pre-requisite: None] [Credits: 3] Offered in Semester 2
This course introduces students to the theories of the nature and justification of ethical concepts and the decision procedures. Issues include the relation between motivation and moral justification. Is morality objective or subjective, relative or absolute? Is moral knowledge possible? What is the relation between morality and legality? What is the relation between morality and religion? What is the relation between morality and education? What is the relation between morality and sociology? What is the relation between morality and politics? Ethical anthropology. Law and conscience. The course also critically outlines some of the major theories of moral goodness and right action and their relationship with duty. Issues in applied ethics are explored, in a view to introduce students to burning contemporary moral issues.

PH10C: INTRODUCTION TO PHILOSOPHY

[Pre-requisite: None] [Credits: 3] Offered in Semester 1
This course introduces students with no prior knowledge of philosophy to the perennial issues in philosophy which arise out of the search for truth and meaning in life: good and evil, appearance and reality, the rational grounds for belief in God, scepticism and knowledge, social justice. We attempt to examine also basic issues of human existence such as conceptions of human nature, meaning of life, freedom, death and afterlife. The course emphasizes critical thinking and the value of understanding of issues, appreciation of problems and resolution of difficulties through the use of reasoning and reasoned argumentation as special human capacities.

APPENDIX

CUSTOMER SERVICE

The Department is committed to the customer service charter and standards for The University of the West Indies, Mona. We will engage in and continue to maintain a 'Total Customer Care' culture under these core areas:

- **Responsiveness:**
Speed of Delivery, Accessibility, and Telephone Skills
- **Communication:**
Written; Oral; and Non-Verbal
- **Attitudes:**
Courtesy; Pleasantness; Patience; Respectfulness; Professionalism; and Helpfulness

The Department is very keen on ensuring that it offers quality service to its students and other customers. As such, should you have any queries or concerns we ask that students visit the department's main office and fill out a student request form (see copy form on next page).

Customer Service Easy Card:

This card is distributed during academic advising at the beginning of the academic year. It is designed to assist students in the registration period. It gives notes about the courses you need to register for as well as other departments or faculties in which you can find free electives and open courses. Please note that course offerings are always subject to change and should always be checked before any attempt is made to register.