

# Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

# Linguistics 3901- Language Evolution and Language Change

## Autumn 2015

**Time:** MWF 11:30-12:25

**Place:** 198 Baker Systems

XXX

Ohio Stadium East, Room 108A

Office Hours: XXX

Meets **GE Cultures and Ideas**.

### Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

### Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

We will achieve these goals by learning how to analyze data from a large variety of languages as they progress through time (primarily through recorded text), as well as how to identify relationships between languages when the source language is not available to us. We will examine change-in-progress and language genesis to understand the relationships between peoples (and their languages) in terms of variation and contact. We will also look at the intersection of language and culture and that of language and society, as a way of understanding external factors that motivate and affect change.

**Textbook:** Hans H. Hock & Brian D. Joseph *Language History, Language Change, Language Relationships: An Introduction to Historical and Comparative Linguistics* (Mouton, 1996)

### Course Requirements (and percentage towards final grade):

1. Homework Problems (5 in all).....20%
2. Midterm Exam.....20%
3. Final Exam (Comprehensive).....25%
4. Variation Project (Presentation).....20%
5. Paleontology Project.....15%

## Grading Policies

1. **HOMEWORK:** Most of the homework assignments for the course are short, designed to be done in less than an hour, and intended to give practice in material discussed in class or a taste of something new to base classroom discussion the next session on. Late papers automatically lose credit, though turning in a paper late is preferable to not turning it in at all, for a missing paper receives a zero. Late papers will not be accepted for any reason if they are more than 7 days late.

**Collaboration on homework assignments with classmates is perfectly acceptable; often two can learn more about an assignment by discussing it together. However, you are required to write up your assignments on your own.**

Homework assignments may be turned in in class or on the Carmen site. If you wish to turn assignments in online, please keep the following in mind:

- If you wish to turn assignments in online, you must reproduce all necessary symbols in your work. Check here for help: <http://ipa4linguists.pbworks.com/>
- I strongly prefer that you turn in your homework in .pdf format. I can also accept .doc, .docx, .rtf or .txt.
- Even if you turn it in online, the homework is still due by the end of class the day it is to be turned in.
- **I will not accept assignments by email.**

2. **EXAMS:** There will be one midterm exam, an in-class but open-book exam, near the mid-point of the quarter. The final exam will be comprehensive and take place during the regular time assigned by the registrar's office; it too will be open-book.

3. **PROJECTS:** There are two major projects in the course of the quarter. One will be a presentation based on your research; the other will be a short writing assignment based on an in-class project. More information about these will be given out in class closer to the date of the assignment

4. **GRADING SCALE:** The midterm and final exams will be graded on a 0-100 scale, with number grades corresponding to letter grades as follows:

93 - 100 = A	73 - 76 = C
90 - 92 = A-	70 - 72 = C-
87 - 89 = B+	67 - 69 = D+
83 - 86 = B	63 - 66 = D
80 - 82 = B-	60 - 62 = D-
77 - 79 = C+	0 - 59 = E

Projects and written assignments will be graded on an A - E grade scale, which will be converted to a 100-point scale (for purposes of computing the final grade) according to the above values.

Week	Date	Topics	Readings	Assignments
Week 1	8/26 (W)	Introduction	<i>syllabus</i>	
	8/28 (F)	Phonetics: Consonants	Ch. 1	
Week 2	8/31 (M)	Phonetics: Vowels	Ch. 1	
	9/2 (W)	Morphology	Ch. 1	
	9/4 (F)	Language Change: Intro	Ch. 4.1-4.4	<b>HW 1 due</b>
Week 3	9/7 (M)	<b>NO CLASS—LABOR DAY</b>		
	9/9 (W)	Sound change	Ch. 4.5	
	9/11 (F)	Sound change	Ch. 4.6	
Week 4	9/14 (M)	Morphological change	Ch. 5.4	
	9/16 (W)	Analogy	Ch. 5.1-2	
	9/18 (F)	Analogy	Ch. 5.3	
Week 5	9/21 (M)	Syntactic change	Ch. 6	
	9/23 (W)	Semantic change	Ch. 7	
	9/25 (F)	Lexical change	Ch. 9	
Week 6	9/28 (M)	Variation	Ch. 10.1-2	<b>HW2 due</b>
	9/30 (W)	Variation	Ch. 10.3-4	
	10/2 (F)	Dialectology	Ch. 11	
Week 7	10/5 (M)	Language ideology	Ch. 10.5-7	
	10/7 (W)	Case studies/review		
	10/9 (F)	<b>MIDTERM</b>		
Week 8	10/12 (M)	Borrowing	Ch. 8.1-2	
	10/14 (W)	Nativization	Ch. 8.3-6	
	10/16 (F)	<b>NO CLASS—AUTUMN BREAK</b>		
Week 9	10/19 (M)	Bilingualism	Ch. 12	<b>HW3 due</b>
	10/21 (W)	<b>PRESENTATIONS</b>		
	10/23 (F)	<b>PRESENTATIONS</b>		

Week 10	10/26	(M)	Convergence	Ch. 13	
	10/28	(W)	Origins of language	Ch. 17.5	
	10/30	(F)	Language Death	Ch. 15	
Week 11	11/2	(M)	Pidgins and creoles	Ch. 14	
	11/4	(W)	Language relatedness	Ch. 17.1-4	
	11/6	(F)	Language classification	Ch. 2	
Week 12	11/9	(M)	Comparative method	Ch. 16.6	
	11/11	(W)	<b>NO CLASS—VETERANS DAY</b>		
	11/13	(F)	Comparative method	Ch. 16.7-8	
Week 13	11/16	(M)	Comparative method	Ch. 16	
	11/18	(W)	Comparative method	Ch. 16	
	11/20	(F)	Review		<b>HW4 due</b>
Week 14	11/23	(M)	The Indo-Europeans	Ch. 18	
	11/25	(W)	<b>NO CLASS—THANKSGIVING</b>		
	11/27	(F)			
Week 15	11/30	(M)	<b>PALEONTOLOGY PROJECT</b>		
	12/2	(W)	<b>PALEONTOLOGY PROJECT</b>		
	12/4	(F)	Writing	Ch. 3.1-2	
Week 16	12/7	(M)	Writing	Ch. 3.5	
	12/9	(W)	Decipherment	Ch. 3.3	<b>HW5 due</b>
<b>FINAL: Thursday, 12/17 10:00 AM - 11:45 AM</b>					

### **Academic Misconduct:**

Students are encouraged to discuss the course material, homework, and papers with one another. The primary purpose of the homework is for discussion and to assure knowledge of course material. However, all work that you turn in must be yours alone. Practically, this means that you're welcome to discuss the assignment with a partner, but when you sit down to write the assignment up, you must do it on your own.

Violation of the University's code of student conduct is a serious issue. As stated in the University's guidelines, this is "any activity that tends to compromise the academic integrity

of the university, or subvert the educational process.” This includes (among other forms of misconduct) copying answers from other students on exams, plagiarizing the work of others (e.g., academic articles, material included on web pages, etc.), and fabricating research or results.

If I even *suspect* that someone is engaging in a violation of the code of student conduct, I am *obligated* (per faculty rule 3335-31-02) to report him/her to the Committee on Academic Misconduct. You do not want this to happen. Therefore, if you have any question at all as to what constitutes a violation of the code, please ask first, rather than deal with the consequences later.

**No extra credit.** There will be no additional work provided for extra credit.

**Students with Special Needs:** Please let me know within the first week of class if you are registered with the Office of Disability Services and have any physical impairments or learning needs that I should be aware of in order to assist you in better taking advantage of and/or meeting the requirements of this class. I will work with the Office of Disability Services to provide special testing accommodations to students who require them. Students who feel that they might benefit from services offered by this office but have not yet been assessed should contact them as soon as possible (292-3307, ground floor of Pomerene).