

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**  
**LINGUISTICS PROGRAMME**

**Course Outline**

**LING 324: Language Variation and Change**  
**Trimester 2, 2012**  
**16 July to 17 November**

**Trimester dates**

Teaching dates: 16 July to 19 October 2012  
Mid-trimester break: 27 August to 9 September 2012  
Study week: 22-26 October 2012  
Examination/Assessment period: 26 October to 17 November 2012

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**1. Course Coordinator:**

Elizabeth Pearce

**2. Staff:**

**Lecturer**

**Elizabeth Pearce**  
VZ303  
Phone: 463 5616  
Office hours: TBA  
Email: [Elizabeth.Pearce@vuw.ac.nz](mailto:Elizabeth.Pearce@vuw.ac.nz)  
<http://www.victoria.ac.nz/lals/>

**Tutor: Elizabeth Pearce**

**3. Class times and rooms:**

**Lectures:**

|     |               |          |
|-----|---------------|----------|
| Mon | 12.00-12:50am | HULT 220 |
| Wed | 12.00-12:50am | HULT 220 |
| Fri | 12.00-12:50am | HULT 220 |

Note that there are 11 weeks of lectures beginning in Week 1. There are no lectures in Week 12, but the Test will be held in the Friday lecture time in Week 12.

A total of six of the Friday lecture times will be taken up with student presentations (see 'Content Outline' at the end of this document)

**Tutorials: One tutorial per week**, either:

Wednesday 16:10-17:00 MY 301

Thursday 13:10-14:00 MY 105

Please go to <<https://signups.vuw.ac.nz>> to sign up for a tutorial. This facility will close on 20 July 2012.

Tutorials commence in the second week (beginning 23 July). Check the lists *before* that date. There is no scheduled tutorial for this course in the last week of the trimester. Do not miss your first tutorial. You may not change tutorials without consulting the course co-ordinator.

The **tutorial programme** is an essential element of this course. Students will find they cannot acquire techniques of linguistic analysis without attending tutorials regularly.

#### 4. Teaching learning summary

See under **3, 10** and **17**

#### 5. Communication of additional information

Notices relating to the course, including tutorial lists, exam timetables, etc. will be posted on the Linguistics Undergraduate Notice Board next to VZ309 on floor 3 of the Von Zedlitz building.

**6. SLALS main office:** VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

#### 7. LING 324 Course Administrator:

Dayna Taramai, Undergraduate administration, VZ 210

Phone: 463 5894, Fax: 463 5604 [dayna.taramai@vuw.ac.nz](mailto:dayna.taramai@vuw.ac.nz)

**Web contact:** [www.blackboard.victoria.ac.nz](http://www.blackboard.victoria.ac.nz)

#### 8. Course prescription

An introduction to the study of language variation, concentrating on variation in time, i.e. language change.

#### 9. Learning objectives:

Students who pass this course should be able to:

- (i) Identify the kind of material that can be used as a basis for analyzing change in language.
- (ii) Analyze and describe change in language data at the levels of
  - (a) phonology
  - (b) morphology
  - (c) syntax
  - (d) semantics.
- (iii) Apply the principles of comparative reconstruction in the determination of language family relationships.
- (iv) Design experiments/questionnaires for the investigation of language change in progress.
- (v) Distinguish the effects of borrowing as against internal change in data of a particular language or language family.

## 10. Content:

A week-by-week summary of the topics covered in the course is given on the 'Content Outline' sheet at the end of this document. The following is an outline of the topics treated in the course.

- (i) Sound change:
  - common types of sound change
  - phonological characterization of sound change
  - comparative reconstruction: sound change and analysis of language
  - family relationships
- (ii) Morphological change
  - effects of sound change and analogical change on morphology
- (iii) Semantic change
  - changes in the meanings of words
  - new vocabulary
- (iv) Syntactic change
  - change in constituent ordering
  - syntactic change and morphological change: interrelationships
- (v) Change in progress
  - how to identify and analyze ongoing change
- (vi) Dialects
  - political, social, geographic dimensions to language change
  - language contact and effects on change
- (vii) Creole languages and aspects of their genesis from pidgins
- (viii) Case studies: Austronesian languages
- (ix) Language attrition and death

## 11. Texts:

### Required:

Every student will need to bring a copy of the Course Book (obtainable from the Vicbooks: cost approximately \$20) **to all classes.**

### Recommended:

Bynon, Theodora. 1979. *Historical Linguistics*. Cambridge University Press, Cambridge. [or later edition]

Campbell, Lyle. 1998. *Historical Linguistics: An Introduction*. MIT Press, Cambridge, Mass.

Crowley, Terry. 1997. *An Introduction to Historical Linguistics*. Oxford: Oxford University Press [3rd edition or later]

Hock, Hans Henrich. 1986. *Principles of Historical Linguistics*. Mouton de Gruyter, Berlin.

Lehmann, Winfred P. 1992a. *Historical Linguistics* Third edition. Routledge, London.

Trask, R. L. 1996. *Historical Linguistics*. Arnold, London.

Lists of recommended texts relating to particular topics are provided in the lecture material in the Course Book, which also includes a comprehensive bibliography for the course. Additional specific readings may be indicated from time to time in the lectures. A number of books and periodicals useful for this course have been placed on 3 day loan and closed reserve.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

## 12. Assessment:

Assessment will be based on 2 Problem Sets, a Report, an Assignment and a Final Test.

|                   | <u>Assigned</u> <sup>1</sup> | <u>Date due</u> | <u>Percentage of total marks</u> |
|-------------------|------------------------------|-----------------|----------------------------------|
| Problem Set 1     | 18 July                      | 3 August        | 15%                              |
| Problem Set 2     | 3 August                     | 24 August       | 20%                              |
| Report            |                              | by 28 September | 10%                              |
| Assignment        | 15 August                    | 15 October      | 35%                              |
| Test (50 minutes) |                              | 19 October      | 20%                              |

This course has a final Test, but no Final Exam.

The maximum length for Problem Set 1 is 6 A4 pages, and for Problem Set 2, 10 A4 pages, in both cases including diagrams, figures, tables.

The Report consists of a five minute oral presentation and a one-page summary (maximum length: 600 words). The maximum length for the Assignment is 2,000 words.

The pieces of set work should be handed to your tutor/lecturer personally or put in the box outside the secretary's room, VZ 210, on the 2nd floor of the Von Zedlitz building. Please keep a back up copy of all work handed in.

Reasonable accommodation is made with respect to assessment procedures for students with disabilities

## 13. Penalties:

In line with School policy, assignments handed in after the due date will receive a progressively reducing grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. Note that Problem Sets 1 and 2 will not be graded if handed in after the date that they are returned in class (10 to 14 days after the due date). Information on other penalty arrangements will be included with detailed instructions for each piece of set work.

Note that if no work is submitted for assessment before the last two weeks of teaching, there will be nothing on which to base any aegrotat consideration.

The University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

**Plagiarism** is not acceptable in assessed work, and will be penalized. The penalty will depend on the severity of the plagiarism.

## 14. Relationship between assessment learning objectives:

Included in the assessment for the course are two Problem Sets, the Tutorial Report, the Assignment and a final Test. The Problem Sets will test your skills in applying the methods of analysis which are used in the description of sound change in languages (objectives (ii)a/b and (iii)). The Report is a presentation on an aspect of the circumstances of either (i) a creole language, (ii) a dying language, or (iii) a 'language contact' case. The presentation tests your abilities in researching and presenting material on one of these aspects of language contact and change. The Assignment, an essay, will give you the opportunity to develop an in-depth analysis of one or more aspects of change on the basis of evidence from one or more particular languages. A

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<sup>1</sup> Copies of assignment material will also be placed on the LING 324 Blackboard site.

list of topics will be distributed, but students will also be encouraged to consult with the course lecturer to obtain approval for a topic of their own choosing if they so wish. Both the Assignment and the Test will cover the content and the objectives of the course as a whole.

Students must attempt all five of the above parts of the assessment in order to pass the course. A student's final grade will take account of all these pieces of work and will be awarded in consultation with her/his tutor.

### **15. Workload:**

In order to make satisfactory progress in this course you should expect to spend 200 hours on this course over the whole trimester (including the two week mid-trimester break), which means on average around 14 hours per week. There is a total of 44 class contact hours (lectures and tutorials) in the trimester. The remaining workload hours (an average of 11 hours per week) are needed for preparation for and revision after lectures (the latter to confirm your understanding of the lecture material), background reading and assignment preparation. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

### **16. Mandatory Course Requirements (Terms):**

Requirements for this course are that you must make a satisfactory attempt at the four set pieces of in-term work listed under **12.** above and the Final Test. "Satisfactory" means that where a set piece of work has not reached a C standard, it must nevertheless reflect the fact that the task has been taken seriously and that a reasonable amount of effort has been devoted to it. Note that, as indicated under **13.** above, Problem Sets 1 and 2 will not be graded if handed in after the date that they are returned in class. Evidence of a satisfactory attempt for a Problem Set handed in after the date of return would fulfil the Mandatory Course Requirements for the particular piece of work, even if no grade is assigned. All students must sit the Final Test. The final date for handing in work to count for the course is Wednesday 24 October 4:00pm.

### **17. Attendance:**

Tutorials form an essential part of all Linguistics courses. It is expected that students will prepare for and attend all of their scheduled tutorials.

### **18. Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **19. Academic integrity and plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet

- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:  
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **Where to find more detailed information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## CONTENT OUTLINE

| Week  | Date                 | Topics  | Tutorials                  |
|-------|----------------------|---|----------------------------|
| 1     | Jul 16<br>18<br>20   | Introduction<br>Sound change<br>Types of sound change I                                       |                            |
| 2     | Jul 23<br>25<br>27   | Phonology of change<br>Phonology of change<br>Phonology of change                             | Sound change               |
| 3     | Jul 30<br>Aug 1<br>3 | The discovery of Indo-European<br>Indo-European<br>Indo-European<br><b>Due: Problem Set 1</b> | Phonology of change        |
| 4     | Aug 6<br>8<br>10     | Comparative reconstruction<br>Comparative reconstruction<br><b>Student Reports</b>            | Comparative reconstruction |
| 5     | Aug 13<br>15<br>17   | Sound change II<br>Morphological change: Analogy<br><b>Student Reports</b>                    | Comparative reconstruction |
| 6     | Aug 20<br>22<br>24   | Analogy<br>Semantic change<br><b>Student Reports</b><br><b>Due: Problem Set 2</b>             | Analogy                    |
| BREAK |                      |   |                            |
| 7     | Sep 10<br>12<br>14   | The study of change in progress<br>Studying variation<br><b>Student Reports</b>               | Semantic change            |
| 8     | Sep 17<br>19<br>21   | Syntactic change and word order<br>Grammaticalization<br><b>Student Reports</b>               | Variation                  |
| 9     | Sep 24<br>26<br>28   | Dialects and isoglosses<br>Sprachbunde and languages in contact<br><b>Student Reports</b>     | Syntactic change           |
| 10    | Oct 1<br>3<br>5      | Neogrammarian vs. diffusionist views<br>Pidgins and creoles<br>The Bioprogramme hypothesis    | Dialects                   |
| 11    | Oct 8<br>10<br>12    | Language attrition & language loss<br>Austronesian languages<br>Austronesian languages        | Pidgins/Creoles/Review     |
| 12    | Oct 15<br>17<br>19   | NO LECTURE<br><b>Due: Assignment</b><br>NO LECTURE<br><b>Test</b>                             | No scheduled tutorial      |