

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**LINGUISTICS PROGRAMME
LING 422 NEW ZEALAND ENGLISH**

**TRIMESTER 1 2012
5 March to 4 July 2012**

Trimester dates

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Study week: 11–15 June 2012

Examination/Assessment Period: 15 June to 4 July 2012

Withdrawal dates

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

Names and contact details

1. Course coordinator: Dianne Bardsley
2. Lecturer: Dianne Bardsley



VZ417

Ext 5644

dianne.bardsley@vuw.ac.nz

Office hours: on door

Other lecturing staff will also be teaching this course.

Class times and locations

Lectures:	Thursday	13.10-14.00	AMLT 105
	Friday	13.10-14.00	AMLT 105

Tutorials: Tuesday 9.00-9.50 EA201
 Tuesday 2.10-4.00 KP24203

Additional LING 422 classes to be arranged with students.

Course delivery

The content of LING 422 will be delivered through lectures, and tutorials as above, timetabled with LING 322. Students will be expected to complete additional detailed reading, especially in areas chosen for research projects.

Communication of additional information

Notices will be posted on the School Undergraduate noticeboard located between VZ 309 and VZ 310 on Floor 3 of the von Zedlitz building.

Course Prescription

A study of the origins, development and distinctiveness of New Zealand English, including both the structures and patterns of usage in this variety.

Course content

The course will provide a linguistic and sociolinguistic discussion of the origins and current features of the English of New Zealand, including a description of its structures and uses. The content of this course is detailed in the schedule of lectures.

Week	Date	Focus
1	8 March	Introduction: English in the World
	9 March	Origins of New Zealand English
2	15 March	Distinctive patterns in NZE vocabulary and usage
	16 March	Slang, hypocorism, and humour
3	22 March	Australian and NZ English; social change and vocabulary change
	23 March	Global influences on New Zealand English
4	29 March	Areas of research in New Zealand English
	30 March	The influence of te reo Maori in NZE
5	5 April	Rural NZE
BREAK		
6	26 April	NZE in the Workplace
	27 April	Attitudes to NZE

7	3 May 4 May	The lexicon as a storehouse of social and historical data Phonetics and Phonology: consonants
8	10 May 11 May	Phonetics and Phonology Vowels 1 Phonetics and Phonology Vowels 2
9	17 May 18 May	Phonetics and Phonology: NEAR & SQUARE Phonology: Suprasegmentals
10	24 May 25 May	Phonetics and phonology: social and regional variation The question of Maori English
11	31 May 1 June	Grammar: morphology Grammar: Syntax 1
12	8 June 9 June	Grammar: Syntax 2 History: Where does NZE come from? Conclusions

Learning objectives

By the end of the course, students should be able to:

1. Outline theories of how English has spread in space and time over the past four centuries.
2. Identify a range of distinguishing linguistic and lexical features of NZE.
3. Indicate how NZE relates to varieties of English elsewhere in the world
4. Discuss problems involved in identifying sources of NZE.
5. Assess the evidence for regional variation in New Zealand English
6. Identify the non-linguistic (social and cultural) variables that influence linguistic and discourse variation in New Zealand English.
7. Describe the relationships between attitudes to New Zealand English and sociolinguistic patterns of language use.

During the course of studying for LING 422, students will complete a short literature review, make a seminar presentation to other LING 422 students and course staff, and carry out a small-scale research project. Topics for these assessment components will be negotiated with the course staff, but will most likely be either in the area of NZ English vocabulary or in the area of NZ English phonology. In completing these assignments, students will demonstrate familiarity with the lexical and/or phonological features of NZ English and with the relationship between NZE and other varieties of English (objectives 2, 3, 4, 5, 6).

Expected workload

In order to make satisfactory progress in this course you should expect to devote, on average, 20 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for tests and assignments. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more.

Readings

Essential texts:

LING 322 Course Book available from vicbooks, Student Union Building. Approximately \$25.

The bibliography for the Course is in the LING 322 Coursebook. It contains resource material for background reading on all the topics covered in the course. A style sheet is also included in the Coursebook.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 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 or can email an order or enquiry to 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.

Recommended Reading:

Bardsley, Dianne. 2009. *In the Paddock and On the Run. The Language of Rural New Zealand*. Dunedin: University of Otago Press.

Bell, Allan and Koenraad Kuiper (eds.) 2000. *New Zealand English*. Wellington: Victoria University Press.

Gordon, Elizabeth et al. (eds.) 2004. *New Zealand English: its origins and evolution*. Cambridge UK: Cambridge University Press.

Hay, Jennifer et al. 2008. *New Zealand English: Dialects of English*. Edinburgh: Edinburgh University Press.

You should regard these as essential reading. A guide to preparatory reading for each lecture is provided.

Assessment requirements

Assessment will be based on two major assignments and a final examination:

Literature review	due April 26	20%	word limit 1500
Seminar presentation	due week beginning May 14	10%	
Research project	Due 18 June	70%	4500 words (not including literature review section)

Assignments should be submitted by the due date/time to the LALS Assignment Drop Box on the 2nd floor of the von Zedlitz building beside room VZ210. It is important to keep a back-up copy of your assignment.

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

Submitting assignments and tasks

General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

Penalties

In line with department policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence

of exceptional circumstances. Information on penalty arrangements will be included with detailed instructions for each assignment.

Mandatory course requirements

Students are expected to attend meetings with supervisors. All students must make a satisfactory attempt to meet deadlines and complete assignment requirements. "Satisfactory" means that where they have not reached a C standard, work must nevertheless reflect the fact that the assignment has been taken seriously and that a reasonable amount of effort has been devoted to the topic. No work handed in after 5pm on 11 June may count for these purposes.

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.

Statement on legibility

Students are expected to write clearly. Where work is deemed 'illegible', the options are:

- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) within a specified time frame after which penalties will apply;
- the student will be given a photocopy of the work and asked to transcribe it to an acceptable standard (preferably typed) and lateness penalties apply;
- if the student does not transcribe it to an acceptable standard, the work will be accepted as 'received' (so any associated mandatory course requirements are met) but not marked.

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. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at 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 (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.