

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Arts & Sciences</u>	Today's Date: <u>31 January 2011</u>			
b.	Department/Division: <u>English/Linguistics</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition)		
e.	Contact Person Name: <u>Mark Richard Lauersdorf</u>	Email: <u>lauersdorf@uky.edu</u>	Phone: <u>7-7101</u>		
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² :	_____
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>LIN 319</u>	Proposed Prefix & Number: <u>LIN 519</u>			
b.	Full Title: <u>Historical Linguistics</u>	Proposed Title: <u>No change</u>			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): <u>ANT 319</u>		
	Proposed – <input checked="" type="checkbox"/> ADD ³ Cross-listing (Prefix & Number):		<u>ANT 519</u>		
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number):		_____		
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>			

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours: _____</i>		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>Students in this course will study a variety of topics related to the topic of language change: the reconstruction of linguistic systems; language classification; comparative linguistics; the temporal, spatial, and social context of language change.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>This course studies the historical development of language through time and space, examining the internal mechanisms and external influences involved in language change. Change will be examined at all levels: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The course will also investigate a variety of topics related to the phenomenon of language change: language classification; comparative linguistics; the reconstruction of linguistic systems; the social context of language change. Through study of these issues, students will gain insights into historical language varieties and writing systems; relationships among the world's languages; and the origins of the sounds, words, and structures of the languages we speak today.</u>	
j.	Current Prerequisites, if any:	<u>LIN 211</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>LIN 211</u>	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<u>Our required courses for linguistics majors are at the 500 level. Historical Linguistics is one of the major fields of investigation in the study of linguistics, and thus should be taught at the same level as other such courses, namely Phonetics, Phonology, Morphology, and Syntax.</u> <u>The subject matter of the course is complex, dealing with issues that students find challenging, and we have determined that placing it at the 500 level more adequately reflects the level of complexity that the students are presented with. In addition, raising it to a 500 level allows greater scope for a redesign of the learning outcomes expected for an advanced course and will allow students to engage with seminal scholarship in the field.</u> <u>This course was originally taught at the 500 level, but was subsequently revised to the 300 level in an effort to address the lack of 300-level courses for linguistic majors at that time. However, we now have a greater number of 300-level courses, so that this need has been filled.</u>		
5.	Course Relationship to Program(s).		

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES, identify the depts. and/or pgms: <u>ANT</u>			
b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____			
6.	Information to be Placed on Syllabus.		
a.	<input checked="" type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁷ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:





Course Prefix and Number: LIN / ANT 319 chg to 519

Proposal Contact Person Name: Mark Richard Lauersdorf Phone: 7-7101 Email: lauersdorf@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics, committee	2.09.2011	Andrew Hippisley / 7-6989 / andrew.hippisley@uky.edu	
Anthropology, curriculum committee	<i>2-09-2011</i>	Deborah Crooks, Chair / 7-4654 / dlcrooks@uky.edu	
		/ /	
A & S Ed. Policy Cmte	<i>3/22/11</i>	Armando Prats, Humanities / 7-7005 / ajprat1@uky.edu	
A & S Dean	<i>3/22/11</i>	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	1/9/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval			
			University Senate Approval

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

LIN/ANT 519: Historical Linguistics

Day/Time/Place: *TBD*

Instructor: *Dr. Mark Richard Lauersdorf*

Office phone: *859-257-7101*

Preferred method of contact: *by e-mail*

E-mail: *lauersdorf@uky.edu*

Office address: *POT 1129*

Office hours: *days and times TBD*

Prerequisite: LIN/ENG 211: Introduction to Linguistics I

Course overview, goals, and objectives:

This course studies the historical development of language through time and space, examining the internal mechanisms and external influences involved in language change. Change will be examined at all levels: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. We will also study a variety of topics related to the phenomenon of language change: language classification; comparative linguistics; the reconstruction of linguistic systems; the social context of language change. Through investigation of these issues, you will gain insights into historical language varieties and writing systems; relationships among the world's languages; and the origins of the sounds, words, and structures of the languages we speak today.

Student learning outcomes:

Upon completion of the course students should be able to

- describe the historical and ongoing processes that contribute to language variation and change;
- reconstruct unattested stages of language development by examining extant linguistic data;
- evaluate and support competing hypotheses of language reconstruction, variation, and change;
- analyze and explain modern features of language on the basis of their historical origins;
- interpret features of languages other than English using techniques of comparative linguistics;
- translate historical texts from their original form by informed use of linguistic reference tools.

Required course materials:

- *Trask's Historical Linguistics*. Revised by Robert McColl Millar. 2nd Edition. London: Hodder Education, 2007. ISBN: 978 0 340 92765 6.

Course work:

Homework -- You can expect to have homework following *each* class session. The assigned work will include readings and exercises from the textbook, and other forms of written work. Occasional internet work will also be assigned. This homework will serve two purposes -- 1) to follow up on material already discussed in class and 2) to prepare new material for discussion in subsequent class periods. Written assignments will be collected and corrected *at random intervals* to ensure that everyone is coming to class adequately prepared.

Quizzes -- There will be regular brief quizzes on key linguistic terms and concepts. Quizzes will always be announced in advance (i.e., no "pop quizzes") and will generally cover material that has already been investigated in class to check that everyone is accurately assimilating the material.

Exams -- There will be three exams in this course -- one after each major section of the course (Language change; Reconstruction; Factors in language change). Each exam will focus on the material covered in the specific section to which it relates. However, material covered in previous sections of the course will always be assumed as background knowledge for the following sections and exams.

Grading:

The following scale will be used *for undergraduates* in this course:

100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69%-60% = D ; 59% or below = E

The following scale will be used *for graduate students* in this course:

100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69% or below = E

Final grades will be calculated according to the following categories:

Homework = 35% ; Quizzes = 35% ; Exams = 30% (each exam equally weighted at 10%)

- *Graduate students taking this course will be given extra material on all assessments.*
- *A midterm evaluation of student performance in the course will be performed in Week 8 on the basis of the graded coursework to that point and the grading criteria established here.*

Course calendar:

Note: This calendar provides an outline of the flow of the course. Actual progress will depend on the speed with which the students process the material.

Week 1: Thurs	Introduction to the course	Week 9: Tues.	Ch. 7: Language relatedness
		Week 9: Thurs.	Ch. 8: The comparative method
Week 2: Tues.	Ch. 1: The fact of language change		
Week 2: Thurs.	Ch. 2: Lexical and semantic change	Week 10: Tues.	Ch. 8: The comparative method
		Week 10: Thurs.	Ch. 9: Internal reconstruction
Week 3: Tues.	Ch. 2: Lexical and semantic change		
Week 3: Thurs.	Ch. 3: Phonological change I	Week 11: Tues.	Ch. 9: Internal reconstruction
		Week 11: Thurs.	Review: Reconstruction
Week 4: Tues.	Ch. 3: Phonological change I		
Week 4: Thurs.	Ch. 4: Phonological change II	Week 12: Tues.	<i>Exam #2: Reconstruction</i>
		Week 12: Thurs.	Ch. 10: Origin/spread of change
Week 5: Tues.	Ch. 4: Phonological change II		
Week 5: Thurs.	Ch. 5: Morphological change	Week 13: Tues.	Ch. 10: Origin/spread of change
		Week 13: Thurs.	Ch. 11: Social & historical pressures
Week 6: Tues.	Ch. 5: Morphological change		
Week 6: Thurs.	Ch. 6: Syntactic change	Week 14: Tues.	Ch. 11: Social & historical pressures
		Week 14: Thurs.	Ch. 12: Language and prehistory
Week 7: Tues.	Ch. 6: Syntactic change		
Week 7: Thurs.	Review: Language change	Week 15: Tues.	Ch. 12: Language and prehistory
		Week 15: Thurs.	Review: Factors in language change
Week 8: Tues.	<i>Exam #1: Language change</i>		
Week 8: Thurs.	Ch. 7: Language relatedness (midterm grade check)	Final Exam:	<i>Exam #3: Factors in language change</i>

Course policies:

Attendance -- I will keep track of attendance, but attendance will not be a separately graded element in this course. However, your attendance habits will most likely affect your grade because each class session that you miss represents a missed opportunity to learn from the classroom discussions and also because material presented on quizzes and exams will often be drawn directly from those classroom discussions. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates or come to see me to find out what you missed.

In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. Again, any missed portion of a class period is a missed opportunity to better understand and assimilate the material.

Making up missed work -- Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 (September 2009) as "excused absences":

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class."

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence."

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a quiz or exam is given, you must make arrangements with me within one week of your absence to arrange for making up that work.

If you are absent from class *for any other reason* on a day when a homework assignment is collected or a quiz or exam is given, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Cheating and Plagiarism -- I expect all work that you submit to me for a grade to be work that you produce on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from someone else. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September 2009):

"6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

"6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility -- The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations -- If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, e-mail: jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.