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OFFICE OF THE  
SENATE COUNCIL

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/2/2013

1b. Department/Division: Linguistics

1c. Contact Person

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 257-7101

Responsible Faculty ID (if different from Contact)

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 257-7101

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 527

2c. Full Title: Language Investigations: (subtitle required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: This course presents a focused investigation of an individual language or a set of languages (in a language family or other defined grouping, e.g., connected by geopolitical area), examining genetic and typological features of the language(s) from a structural, historical, and/or sociolinguistic perspective. The course may be taken twice for up to six (6) credits under different subtitles. Prerequisite: LIN 221 & LIN 222, or consent of instructor.

2k. Prerequisites, if any: LIN 221 & LIN 222, or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|Dept approval for ZCOURSE\_NEW LIN 527|20130202

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_NEW LIN 527|20130204

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_NEW LIN 527|20130301

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW LIN 527|20130626

**LANGUAGE INVESTIGATIONS:  
THE GERMANIC LANGUAGES –  
COMPARATIVE HISTORY AND STRUCTURE**

**LIN 527**

*[Semester of course]*

*[Days and times of course]*

*[Location of course]*

Dr. Mark Richard Lauersdorf

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office hours: *[days and times]* and by appointment

**Course overview, goals, and objectives**

This course provides a linguistic overview of the history and structure of the Germanic language family. The development of the Germanic languages will be traced from the Proto-Indo-European parent language through the rise and development of the contemporary daughter languages, with attention both to systemic variation and change in the structures of the language(s) and to the socio-historical contexts in which that variation and change occurred. Representative languages from all three “branches” (West Germanic, East Germanic, North Germanic) will be examined for their structural similarities and differences, comparing the phonological, morphological, syntactic, semantic, and lexical systems of these languages. Issues of language contact (among the Germanic language varieties and with neighboring non-Germanic languages), linguistic convergence and divergence, language standardization, and language planning will be investigated in a comparative fashion.

**Student learning outcomes**

Upon completion of the course students should be able to:

- craft complete, multifaceted linguistic descriptions of the historical place of a language or language family among the world’s languages:
  - describe the genetic origins of the Germanic languages from their Indo-European roots;
  - discuss the geo-spatial development of the Germanic languages;
  - determine the spatial and non-spatial zones of contact among Germanic languages and with other languages;
  - assess the socio-historical conditions within which the Germanic languages developed; and
  - recognize the typological features that distinguish the Germanic languages from other groups and those typological features that they share with other groups;
- perform comparative analyses of linguistic features (both genetic and typological) of a language group:
  - identify features that can be used to organize the Germanic languages into various subgroups;
  - determine features that unify the Germanic languages, as well as features that differentiate the Germanic languages from each other;
  - evaluate and support or reject existing proposed analyses of genetic and typological linguistic groupings of the Germanic languages;
- analyze and explain linguistic characteristics of a language:
  - on the basis of its historical origins employing knowledge of language reconstruction, variation, and change;
  - on the basis of its comparative relations to other languages employing knowledge of genetic and typological affinities and affiliations.

**Required course materials**

- *Old English and Its Closest Relatives: A Survey of the Earliest Germanic Languages.* Orrin W. Robinson. Stanford University Press, 1992. ISBN: 9780804722216.
- *The Germanic Languages (Cambridge Language Surveys).* Wayne Harbert. Cambridge University Press, 2007. ISBN: 9780521015110.
- *Germanic standardizations: past to present.* Ana Deumert and Wim Vandenbussche, eds. John Benjamins, 2003. ISBN: 9789027218568.  
*Available online through UK Libraries at: <http://infokat.uky.edu/vwebv/holdingsInfo?bibId=2474581>*

### **Additional materials on library reserve**

- *The Indo-European Languages*. Anna Giacalone Ramat, Paolo Ramat, eds. Routledge, 1998.
- *Toward a Grammar of Proto-Germanic*. Frans van Coetsem, ed. Max Niemeyer, 1972. PD76 .C6.
- *The Germanic Languages*. Johan van der Auwera, Ekkehard König, eds. Routledge, 1994. PD73 .G38 1994.
- *The World's Major Languages*. Bernard Comrie, ed. Oxford University Press, 1990. P371 .W6 2010.
- *Compendium of the World's Languages*. George L. Campbell. Routledge, 2000. P371 .C36 2000.

### **Course work**

Homework – You can expect to have homework following *each* class session. The assigned work will include readings from the textbooks and other sources as well as various forms of written work. 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. When not collected, the work will be reviewed as a part of the class discussion.

Exams – There will be three exams in this course -- one after each major thematic section of the course. 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 = 40% ; Exams = 60% (each of the three exams equally weighted at 20%)

- ***A midterm evaluation of student performance in the course will be performed in Week 8 of the semester on the basis of the graded coursework to that point and the grading criteria established here.***

- ***Graduate students in this course will be assigned extra material / additional requirements on all assessments.*** In addition to the “representative languages” from all three Germanic branches (West Germanic, East Germanic, North Germanic) that will be used as the basis of our discussions of theory, method, and models throughout the course (see “Course overview, goals, and objectives” above), the graduate students will choose another Germanic language from any of the three branches that will serve as their “focus language” for the semester (an independent Germanic-language “case study”). Graduate students will be asked to independently apply the different types of investigation and analysis that we perform on the three representative languages to this fourth focus language. This will require identification and examination of appropriate additional resources and materials dealing with this focus language and the incorporation of those resources and materials into the investigations and analyses throughout the course. Graduate students will also be required to incorporate data and information from their focus language into the comparative analyses of the Germanic languages that form the core of the course examinations.

**Course calendar [dates illustrated from Spring 2013 academic calendar]**

*Note: This calendar provides an outline of the general flow of the course. Actual progress through the course topics will depend on the interaction of the course participants with the material and its investigation / analysis.*

Thurs., Jan. 10	<b>Introduction to the course</b>	Thurs., Mar. 07	Contemporary Germanic languages
Thurs., Jan. 17	<b>Germanic language history</b>	Mar. 11-15:	<i>No Class – Spring Break</i>
Thurs., Jan. 24	Germanic language history	Thurs., Mar. 21	Contemporary Germanic languages
Thurs., Jan. 31	Germanic language history	Thurs., Mar. 28	Exam #2
Thurs., Feb. 07	Germanic language history	Thurs., Apr. 04	<b>Germanic languages in contact</b>
Thurs., Feb. 14	Exam #1	Thurs., Apr. 11	Germanic languages in contact
Thurs., Feb. 21	<b>Contemporary Germanic languages</b>	Thurs., Apr. 18	Germanic languages in contact
Thurs., Feb. 28	Contemporary Germanic languages (midterm grade check)	Thurs., Apr. 25	Germanic languages in contact
		Monday, Apr. 29, 3:30-5:30 pm	Exam #3

## 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 those classroom discussions often serve as the direct basis for subsequent work in the course. 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 information and concepts discussed. 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 (February 2012) 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. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student’s request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]”

“E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]”

If you are absent from class *for one of these reasons* on a day when a homework assignment is collected or a project is due, you must contact me within one week after your absence to make arrangements 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 project is due, 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 (except, of course, for group projects). 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. The minimum penalty for a first offense of cheating or plagiarism is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (February 2012):

“**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, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.