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SENATE COUNCIL

1. General Information

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

Date Submitted: 3/17/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 7-7101

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

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 529

2c. Full Title: Language Contact

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? No

If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: This course provides a linguistic investigation of language contact, the interaction of two or more languages in situations of individual or community bilingualism/multilingualism. The full range of linguistic contact phenomena will be illustrated with examples from different languages, both historically and in the present day. We will discuss the outcomes of language contact - language maintenance (borrowing, code-switching, multilingualism), language shift (endangered languages, language death), and the creation of new languages (pidgins, creoles, mixed languages) - in a range of contexts, considering both the social factors in language contact and the effects of contact on the linguistic structure of the languages involved.

2k. Prerequisites, if any: LIN 221 and 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?: No

If No, explain: This course will enter into rotation with other 500-level historical and sociolinguistics courses.

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?: 20-25

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: The course will be of interest to students in the language degree programs in the departments of Hispanic Studies, Modern and Classical Languages, and English.

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 Hhipisley|LIN 529 NEW Dept Review|20140326

SIGNATURE|RHANSON|Roxanna D Hanson|LIN 529 NEW College Review|20140331

SIGNATURE|ARHIPP2|Andrew R Hhipisley|LIN 529 NEW Dept Review|20140602

SIGNATURE|ACSI222|Anna C Harmon|LIN 529 NEW College Review|20141007

SIGNATURE|JMETT2|Joanie Ett-Mims|LIN 529 NEW Undergrad Council Review|20150121

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 529 NEW Graduate Council Review|20150226

Courses Request Tracking

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

Open in full window to print or save

Attachments:

Upload File

	ID	Attachment
Delete	4277	LIN529_Syllabus_revised.pdf

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

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

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio

Other If Other, Please explain:

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides a linguistic investigation of language contact, the interaction of two or more languages in situations of individual or community bilingualism/multilingualism. The full range of linguistic contact phenomena will be illustrated with examples from different languages, both historically and in the present day. We will discuss the outcomes of language contact - language maintenance (borrowing, code-switching, multilingualism), language shift (endangered languages, language death), and the creation of new languages (pidgins, creoles, mixed languages) - in a range of contexts, considering both the social factors in language contact and the effects of contact on the linguistic structure of the languages involved.

k. Prerequisites, if any:

LIN 221 and LIN 222, or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This course will enter into rotation with other 500-level historical and sociolinguistics c

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20-25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The course will be of interest to students in the language degree programs in the departments of Hispanic Studies, Modern and Classical Languages, and English.

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
 You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
 In order to change a program, a program change form must also be submitted.

Rev 8/09

LANGUAGE CONTACT

LIN 529

[Days and times of course]

[Location of course]

[Semester of course]

Dr. Mark Richard Lauersdorf
office: POT 1471
phone: 859-257-7101
e-mail: lauersdorf@uky.edu
office hours: [days and times]
and by appointment

Course overview, goals, and objectives

This course provides a linguistic investigation of language contact, the interaction of two or more languages in situations of individual or community bilingualism/multilingualism. The full range of linguistic contact phenomena will be illustrated with examples from different languages, both historically and in the present day. We will discuss the outcomes of language contact – language maintenance (borrowing, code-switching, multilingualism), language shift (endangered languages, language death), and the creation of new languages (pidgins, creoles, mixed languages) – in a range of contexts, considering both the social factors in language contact and the effects of contact on the linguistic structure of the languages involved. Prerequisites: LIN 221 and LIN 222, or consent of instructor.

Student learning outcomes

Upon completion of the course students should be able to:

- describe the theories and methodologies that underpin the study of language contact and explain the scientific reasoning behind those theories and methods;
- assess and evaluate language contact situations on the basis of the theories and methodologies;
- perform investigations of contact situations and analyze the resulting linguistic structures;
- interpret the socio-historical parameters in contact situations that lead to differing structural outcomes.

Required course materials

- *Language Contact: An Introduction.* by Sarah G. Thomason. Washington, DC: Georgetown University Press, 2001. ISBN-13: 978-0-87840-854-2 (ISBN: 0-87840-854-1) (paperback).
- *An Introduction to Contact Linguistics.* by Donald Winford. Blackwell Publishing, 2003. ISBN-13: 978-0-631-21251-5 (ISBN: 0-631-21251-5) (paperback).
- Individual articles assigned throughout the semester as supplementary readings to the textbook above.

Additional materials on library reserve

- *Lectures on Language Contact.* by Ilse Lehiste. The MIT Press, 1988. ISBN-13: 978-0-262-62061-1 (ISBN: 0-262-62061-8) (paperback).
[P 130.5 .L44 1988 – A concise (120 pp.) introduction to the field of contact linguistics derived from the author's university seminar lectures on the topic.]
- *Language Contact, Creolization, and Genetic Linguistics.* by Sarah Grey Thomason and Terrence Kaufman. University of California Press, 1988. ISBN-13: 978-0-520-07893-2 (ISBN: 0-520-07893-4) (paperback).
[P 130.5 .T46 1988 – The classic in the field from which most contemporary work in language contact draws its inspiration – contains a long section of case studies at the end.]
- *The Handbook of Language Contact.* edited by Raymond Hickey. Wiley-Blackwell, 2010. ISBN: 978 0 415 46489 5 (hardback); 978 0 203 85694 9 (ebook).
[P 130.5 .H36 2010 – Concise introductory articles to most major areas of the field accompanied by a series of 23 case studies drawn from a broad range of world language contexts.]
- *Contact Linguistics: An International Handbook of Contemporary Research.* edited by Hans Goebel, Peter H. Helde, Zdeněk Starý, and Wolfgang Wölck. Walter de Gruyter, 1996. ISBN: 3-11-013264-8 (Vol. 1 [hardback]); 3-11-015154-5 (Vol. 2 [hardback]).
[P 130.5 .K66 1996 – Vol. 1 focuses on the field of contact linguistics in general from a very broad range of perspectives. Vol. 2 provides overviews of language contact across the European continent.]

Course work

Homework -- You can expect to have homework following *each* class session. The homework serves two purposes: 1) to follow up on information and concepts already discussed in class and 2) to prepare new information and concepts for discussion in subsequent class periods. The assigned work will come in the form of readings from our two textbooks and selected articles, worksheets and other forms of written work, and online map work. Written assignments will be collected and corrected *at random intervals* to ensure that everyone is coming to class adequately prepared. Examples of the types of written work you can expect include (but are not limited to): exercises in linguistic analysis of contact language varieties; comparative evaluation (geographical, socio-historical, linguistic) of 2-3 contrasting situations of contact. The online map work will include: geolocating specific examples of each type of language contact situation (language maintenance; new language formation; language shift); annotating these mapped examples of language contact with basic demographic and linguistic information; generating (from the base map) specialized maps that illustrate various geographically-based relationships between the language contact situations illustrated in the base map.

Mini-Projects -- There will be a series of three (3) small projects that will occur throughout the semester. These projects will be mini case studies of the three different types of language contact situations that we discuss: language maintenance; new language formation; language shift. For each of the three contact situation types (i.e., for each mini-project), the student will choose either a historical or a contemporary example of that contact type and provide a concise overview of: 1) the geographical and socio-historical context of the language contact situation; 2) the language communities in contact and the social/societal parameters of that contact; 3) the linguistic profile of the contact situation (using the theoretical frameworks from our readings) and select details of the linguistic structures resulting from the contact between languages. These mini-projects will be due at the end of each of the three major sections of the course, and the students will present their mini-projects to the class at the end of each course section to provide a wrap-up of our discussion of each type of contact situation (see "course calendar" below).

Semester Project -- Each student will choose a type of language contact situation and investigate in full detail one instance of contact that illustrates the type of contact situation chosen. This project can grow out of one of the mini-projects done by the student or can address a new contact situation/illustrative language. The structure of the Semester Project will be similar to the structure of the Mini-Projects, but will involve a more extensive research process and accompanying research apparatus including an annotated bibliography, a greater range of language data, and a more detailed linguistic analysis of that data. A full description of the Semester Project will be distributed in a separate document.

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% ; Mini-Projects = 30% (equally weighted at 10% per mini-project) ; Semester Project = 30%

- *Graduate students taking this course will be assigned extra material / additional requirements on the mini-projects and semester project, including (but not limited to): more in-depth description of the historical and contemporary contexts of contact situations; more thorough language data collection; and more advanced analysis of language data (resulting in longer overall final project versions).*
- *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.*

Course calendar [modeled on Spring 2014 academic 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.

Thurs., Jan. 16	Introduction to the course Introduction to contact linguistics	Tues., Mar. 11	New lang formation – case study
Tues., Jan. 21	Language maintenance – introduction	Thurs., Mar. 13	Mini-project presentations
Thurs., Jan. 23	Lang maintenance – theory/concepts	Tues., Mar. 18	<i>Spring Break – no class</i>
Tues., Jan. 28	Lang maintenance – theory/concepts	Thurs., Mar. 20	<i>Spring Break – no class</i>
Thurs., Jan. 30	Lang maintenance – linguistic structure	Tues., Mar. 25	Language shift – introduction
Tues., Feb. 04	Lang maintenance – linguistic structure	Thurs., Mar. 27	Language shift – theory/concepts
Thurs., Feb. 06	Lang maintenance – case study	Tues., Apr. 01	Language shift – theory/concepts
Tues., Feb. 11	Lang maintenance – case study	Thurs., Apr. 03	Language shift – linguistic structure
Thurs., Feb. 13	Mini-project presentations	Tues., Apr. 08	Language shift – linguistic structure
Tues., Feb. 18	New language formation – introduction	Thurs., Apr. 10	Language shift – case study
Thurs., Feb. 20	New lang formation – theory/concepts	Tues., Apr. 15	Language shift – case study
Tues., Feb. 25	New lang formation – theory/concepts	Thurs., Apr. 17	Mini-project presentations
Thurs., Feb. 27	New lang formation – ling structure	Tues., Apr. 22	Language planning/language policy
Tues., Mar. 04	New lang. formation – ling structure	Thurs., Apr. 24	Language planning/language policy
Thurs., Mar. 06	New lang formation – case study (midterm grade check)	Tues., Apr. 29	Language planning/language policy
		Thurs., May 01	Language planning/language policy
		Thurs., May 08	Semester project due

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 chance 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 (November 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 any 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 “0” (“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 (November 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.

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.