1. General Information

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

   Date Submitted: 4/22/2013

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 619

2c. Full Title: Historical Sociolinguistics

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 investigates language variation and change in its socio-historical context, focusing on the effects of such parameters as age, gender, education, social class, and region on the historical development of language through time and space. The effects of socio-historical variables will be examined at all levels of historical language variation and change: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The notions of "standard language" and "language standardization" will also be addressed from a historical sociolinguistic perspective.

2k. Prerequisites, if any: LIN 221 &LIN 222 or equivalent, or consent of instructor, (LIN 506 &519 recommended).

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 enters into an every-other-year rotation with LIN 519: Historical Linguistics.

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?: 10-15

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: Not Yet Found in Many (or Any) Other Universities ,

   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?:   No

   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

2

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 619|20130210

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW LIN 619|20130213

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW LIN 619|20130301

e

Courses	Request Tracking

New Course Form

Open in full window to print or save

Generate F

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1379	LIN619_syllabus.pdf

First 1 Last

Select saved project to retrieve...　　　[ ] Get　New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES　　　Today's Date:　4/22/2013

   b. * Department/Division:　Linguistics

   c.
   * Contact Person Name:　　　Mark Richard Lauersdorf Email: lauersdorf@uky.edu　Phone: 257-7101
   * Responsible Faculty ID (if different from Contact) Mark Richard Lauersdorf Email: lauersdorf@uky.edu　Phone: 257-7101

   d. * Requested Effective Date:　◉ Semester following approval OR ○ Specific Term/Year [1]

   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 [4] ◉ No

   b. * Prefix and Number:　　LIN 619

   c. * Full Title:　　Historical Sociolinguistics

   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 hours [3] for each meeting pattern type.

3　Lecture	Laboratory [1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

   g. * Identify a grading system:　◉ Letter (A, B, C, etc.) ○ Pass/Fail

   h. * Number of credits:　3

   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 investigates language variation and change in its socio-historical context, focusing on the effects of such parameters as age, gender, education, social class, and region on the historical development of language through time and space. The effects of socio-historical variables will be examined at all levels of historical language variation and change: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The notions of "standard language" and "language standardization" will also be addressed from a historical sociolinguistic perspective.

k. Prerequisites, if any:

LIN 221 & LIN 222 or equivalent, or consent of instructor, (LIN 506 & 519 recommended).

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 enters into an every-other-year rotation with LIN 519: Historical Linguistic

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? 10-15

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:

This course will be of potential interest to students pursuing linguistic interests in graduate programs in languages (Classics, English, French, German, Spanish) as well as in Anthropology and in the MA in Teaching World

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 ⁵ for ANY program? ○ Yes ⦿ No

If YES⁵, 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) ident 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 appl

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
[3] 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, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

HISTORICAL SOCIOLINGUISTICS

LIN 619
[Semester of course]
[Days and times of course]
[Location 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 investigates language variation and change in its socio-historical context, focusing on the effects of such parameters as age, gender, education, social class, and region on the historical development of language through time and space. We will review sociolinguistic approaches to language variation in synchronic analysis of modern language communities, and we will apply those theoretical frameworks, methods, and models to historical language contexts, both synchronically and diachronically. We will assess how these contemporary approaches may alter our previous understanding of historical language variation and change, and we will investigate what historical linguistic applications of these approaches may show us about their general viability. The effects of socio-historical variables will be examined at all levels of historical language variation and change: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The notions of "standard language" and "language standardization" will also be addressed from a historical sociolinguistic perspective.

Student learning outcomes

Upon completion of the course students should be able to:
- describe the socio-historical processes that contribute to language variation and change;
- analyze and interpret large sets of linguistic and socio-historical data using sociolinguistic theory and quantitative measures;
- apply existing theoretical sociolinguistic frameworks and models in new settings and contexts, and critically evaluate the new applications of those theories;
- verify macro-level historical sociolinguistic interpretations through micro-level investigation, and formulate macro-level interpretations on the basis of micro-level data;
- utilize historical sociolinguistic patterns to explain modern sociolinguistic variation.

Required textbooks

- *English Historical Sociolinguistics.* Robert McColl Millar. Edinburgh University Press, 2012. ISBN: 9780748641802
- *Historical Sociolinguistics.* Terttu Nevalainen and Helena Raumolin-Brunberg. Longman, 2003. ISBN: 9780582319943.

Additional readings (on library reserve)

- "The Relationship between Historical Linguistics and Sociolinguistics". Donald N. Tuten and Fernando Tejedo-Herrero. In: *The Handbook of Hispanic Sociolinguistics*. Wiley-Blackwell, 2011: 283-302. PC4074.75 .H36 2011.
- "Empirical Foundations for a Theory of Language Change". Uriel Weinreich, William Labov, Marvin I. Herzog. In: *Directions for Historical Linguistics: A Symposium*. University of Texas Press, 1968: 95-188. P123 .D5.
- "The Use of the Present to Explain the Past". Chapter 1 in: William Labov. *Principles of Linguistic Change, Volume 1: Internal Factors*. Blackwell, 1994: 9-27. P142 .L2260 1994 v.1.
- "Variation, convention, and social meaning". Penelope Eckert. Paper presented at the annual meeting of the Linguistics Society of America, Oakland, CA, 7 January 2005. http://www.stanford.edu/~eckert/EckertLSA2005.pdf.
- "Diglossia". Charles A. Ferguson. *Word* 15(2): 325-340.
- " 'Abstand Languages' and 'Ausbau Languages' ". Heinz Kloss. *Anthropological Linguistics* 9(7): 29-41. http://www.jstor.org/stable/30029461.
- "A twofold view 'from below': New perspectives on language histories and language historiographies". Stephan Elspaß. In: *Germanic Language Histories 'from Below' (1700-2000)*. Walter de Gruyter, 2007: 3-9. PD75 .G45 2007.
- *Language Contact: An Introduction.* Sarah G. Thomason. Georgetown U Press, 2001. P130.5 .T457 2001.

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 theoretical 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.

Project – The project in this course will consist of an independently performed corpus-based historical sociolinguistic investigation. It is assumed that the students will use the history of English as the basis of this investigation, but other languages can be investigated upon identification of suitable corpus material to carry out the project. These corpus-based projects are investigations of complex linguistic datasets and as such will be evaluated on the basis of *process* and *method*, judging the soundness of conceptualization and implementation of the investigation and the rigor of analysis and interpretation of the results (i.e., *not* "right" or "wrong" answers, but rather thorough investigation and sound analysis).

Grading
The following scale will be used in this course:
100%-90% = A ; 89%-80% = B ; 79%-70% = C ; 69% or below = E

Final grades will calculated according to the following categories:
Homework = 40% ; Exams = 45% (each of the three exams equally weighted at 15%) ; Project = 15%

Course calendar *[dates illustrated from Spring 2013 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	*Introduction to the course*	Tues., Mar. 05	*Sociolinguistic investigation of historical change over (real & apparent) time –* Nevalainen, Ch. 4
Tues., Jan. 15	*Sociolinguistics & language history –* Millar, Chs. 1-2	Thurs., Mar. 07	Nevalainen, Ch. 4
Thurs., Jan. 17	Tuten & Tejedo-Herrero; Weinreich et al.; Labov; Eckert	Mar. 11-15:	*No Class – Spring Break*
Tues., Jan. 22	*Historical sociolinguistics & lang. standardization –* Millar, Chs. 3-4	Tues., Mar. 19	Nevalainen, Ch. 5
Thurs., Jan. 24	Ferguson; Kloss; Elspaß	Thurs., Mar. 21	Nevalainen, Ch. 5
		Tues., Mar. 26	*Exam #3*
Tues., Jan. 29	*Historical sociolinguistics & language contact –* Millar, Chs. 5-6	Thurs., Mar. 28	*Sociolinguistic variables & lang. history –* Nevalainen, Ch. 6
Thurs., Jan. 31	Thomason (selected sections)		
		Tues., Apr. 02	Nevalainen, Ch. 6
Tues., Feb. 05	*Exam #1*	Thurs., Apr. 04	Nevalainen, Ch. 7
Thurs., Feb. 07	*Historical sociolinguistic research – theories & methods –* Nevalainen Ch. 1	Tues., Apr. 09	Nevalainen, Ch. 7
		Thurs., Apr. 11	Nevalainen, Ch. 8
Tues., Feb. 12	Nevalainen, Ch. 1		
Thurs., Feb. 14	Nevalainen, Ch. 2	Tues., Apr. 16	Nevalainen, Ch. 8
		Thurs., Apr. 18	*Historical patterns of linguistic variation –* Nevalainen, Ch. 9
Tues., Feb. 19	Nevalainen, Ch. 2		
Thurs., Feb. 21	Nevalainen, Ch. 3	Tues., Apr. 23	Nevalainen, Ch. 9-10
		Thurs., Apr. 25	Nevalainen, Ch. 10
Tues., Feb. 26	Nevalainen, Ch. 3		
Thurs., Feb. 28	*Exam #2* *(midterm grade check)*	Tuesday, Apr. 30, 8:00-10:00 am	*Course 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 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.