

# LT4257: HISTORICAL LINGUISTICS

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## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Historical Linguistics

### Subject Code

LT - Linguistics and Translation

### Course Number

4257

### Academic Unit

Linguistics and Translation (LT)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

LT3209 Syntax; LT 3214 Phonology

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course introduces the study of language change, discusses the different ways in which languages can and do change. Students will be able to identify areas of language change in the lexicon, in phonology, morphology and syntax. The

theories of grammaticalization and lexicalization will also be introduced. Chinese and English data will be examined or re-examined under the frameworks of grammaticalization and lexicalization.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Describe the areas of language change as well as the techniques used for uncovering changes that occurred long ago by - Investigating how sound changes occur, - evaluating semantic changes and changes in the lexicon,		x	x	x
2	Describe the areas of language change as well as the techniques used for uncovering changes that occurred long ago by - discovering changes that occur in the morphological system of a language, - analyzing examples of syntactic changes;		x	x	x
3	Demonstrate a good knowledge of basic concepts in the theory of grammaticalization and lexicalization by - understanding how lexical items become part of the grammar, - exploring how grammatical forms further develop;		x	x	x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lecture	Theoretical foundations of all learning outcomes are laid in the lecture. Basic theoretical concepts are taught for two hours and in-class exercises will familiarize students with these concepts.	1, 2, 3	3 hours
2	Individual Reading	Students will read lecture and tutorial notes and additional literature proposed by the lecturer	1, 2, 3	

3	Assignment	During assignments, students will analyze and synthesize linguistic data helping them apply the notions of the lecture	1, 2, 3	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 In-class assignment (areas of language change) students work in groups (once a week) to solve language change problems	1	30	
2 Home Assignment (grammaticalization & lexicalization): report on the grammaticalization/lexicalization process of a particular change	2	30	
3 Final paper (grammaticalization): write a paper applying the grammaticalization theory	3	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. In-class assignment

**Criterion**

Demonstrate understanding of how languages change and ability to apply techniques for uncovering changes that occurred at various linguistic levels

**Excellent (A+, A, A-)**

Excellent knowledge of major issues in language change and application of the knowledge to data analysis.

**Good (B+, B, B-)**

Good knowledge of major issues in language change and application of the knowledge to data analysis.

**Fair (C+, C, C-)**

Adequate knowledge of major issues in language change and application of the knowledge to data analysis.

**Marginal (D)**

Marginal familiarity with the subject matter and fair analysis of linguistic data.

**Failure (F)**

Poor familiarity with the subject matter and poor analysis of linguistic data.

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**Assessment Task**

2. Assignment

**Criterion**

Demonstrate grasp of basic concepts in the theory of grammaticalization and lexicalization

**Excellent (A+, A, A-)**

Excellent knowledge of major issues in grammaticalization and application of the knowledge to data analysis.

**Good (B+, B, B-)**

Good knowledge of major issues in grammaticalization and application of the knowledge to data analysis.

**Fair (C+, C, C-)**

Adequate knowledge of major issues in grammaticalization and application of the knowledge to data analysis.

**Marginal (D)**

Marginal familiarity with the subject matter and fair analysis of linguistic data.

**Failure (F)**

Poor familiarity with the subject matter and poor analysis of linguistic data.

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**Assessment Task**

3. Final paper

**Criterion**

Demonstrate competence in applying the theory of grammaticalization

**Excellent (A+, A, A-)**

Excellent competence in applying the theory of grammaticalization

**Good (B+, B, B-)**

Good competence in applying the theory of grammaticalization

**Fair (C+, C, C-)**

Adequate competence in applying the theory of grammaticalization

**Marginal (D)**

Marginal familiarity with the subject matter and fair analysis of linguistic data.

**Failure (F)**

Poor familiarity with the subject matter and poor analysis of linguistic data.

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## Part III Other Information

**Keyword Syllabus**

Areas of language change: sound change, lexical change, morphology change, syntactic change

Theory of grammaticalization and lexicalization: Reanalysis, analogy, hypothesis of unidirectionality, the context and effects of grammaticalization, the role of frequency

### Reading List

#### Compulsory Readings

Title	
1	Campbell, Lyle (1998). Historical linguistics: An introduction to its principles and procedures. Edinburgh: Edinburgh University Press.
2	Hopper, Paul. J. and Elizabeth Closs Traugott. 2003. Grammaticalization (revised edn.). Cambridge: Cambridge University Press.

#### Additional Readings

Title	
1	Brinton, Laurel and Elisabeth Closs Traugott. 2005. Lexicalization and Language Change. Cambridge: Cambridge University Press.
2	Heine, Bernd and Tania Kuteva. 2007. The Genesis of Grammar: A Reconstruction. Oxford: Oxford University Press.
3	Bybee, Joan L. 2007. Frequency of Use and the Organization of Language. New York: Oxford University Press.