City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18

Part I   Course Overview

Course Title: Historical Linguistics

Course Code: LT5416

Course Duration: One Semester

Credit Units: 3

Level: P5

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   Nil

Precursors: CTL5401 Phonetics and Phonology, LT5401 Phonetics and Phonology,
(Course Code and Title)   CTL5402 Syntax and Morphology, LT5402 Syntax and Morphology

Equivalent Courses:
(Course Code and Title)   CTL5416 Historical Linguistics

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract

This course introduces to the study of language change, discusses the different ways in which languages can and do change, and explains why some kinds of changes are more frequent than others. Students will be able to identify areas of language change in the lexicon, in phonology, morphology and syntax. Further, students will be initialized to the comparative method on which the genealogical classification of world's languages is based.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	*A2*	*A3*
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, ● discovering changes that occur in the morphological system of a language, ● analyzing examples of syntactic changes;		✓	✓	✓
2.	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 become entries of the lexicon;		✓	✓	✓
3.	Apply the comparative reconstruction method on which the genealogical classification of world's languages is based by ● familiarizing with the techniques of the comparative method, ● applying the comparative method to reconstruct proto-languages.		✓	✓	✓
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	**Lecture:** Theoretical foundations of all learning outcomes are laid in the lecture. Basic ideas are taught during two hours per week	✓	✓	✓				2 hours
2	**Tutorial:** Exercises presented in tutorials will familiarize the students with the theoretical concepts of the lecture	✓	✓	✓				1 hour
3	**Individual Reading:** Students will read lecture and tutorial notes and additional literature proposed by the lecturer	✓	✓	✓				
4	**Assignment:** During three assignments, students will analyze and synthesize linguistic data helping them apply the notions of the lecture	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 100%								
Assignment 1 (areas of language change): students have two weeks time to write a report on a linguistic problem	✓						33%	
Assignment 2 (grammaticalization & lexicalization): guidelines as for assignment 1		✓					33%	
Assignment 3 (comparative method & genealogical classification): guidelines as for assignment 1			✓				34%	
Examination: % (duration: , if applicable)								

	100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment 1 (areas of language change)	Demonstrate understanding of how languages change and ability to apply techniques for uncovering changes that occurred at various linguistic levels	Excellent knowledge of major issues in language change and application of the knowledge to data analysis.	Good knowledge of major issues in language change and application of the knowledge to data analysis.	Adequate knowledge of major issues in language change and application of the knowledge to data analysis.	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.
2. Assignment 2 (grammaticalization & lexicalization)	Demonstrate grasp of basic concepts in the theory of grammaticalization and lexicalization	Excellent knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Good knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Adequate knowledge of major issues in grammaticalization and application of the knowledge to data analysis.	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.
3. Assignment 3 (comparative method & genealogical classification	Demonstrate competence in applying the comparative reconstruction method to reconstruct proto-languages	Excellent competence in applying the comparative reconstruction method to reconstruct proto-languages	Good competence in applying the comparative reconstruction method to reconstruct proto-languages	Adequate competence in applying the comparative reconstruction method to reconstruct proto-languages	Marginal familiarity with the subject matter and fair analysis of linguistic data.	Poor familiarity with the subject matter and poor analysis of linguistic data.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

     Areas of language change: sound change, chain shifts, morphologization, change of morphology type, rise of ergativity, shift of markedness, regularity hypothesis

     Theory of grammaticalization and lexicalization: Reanalysis, analogy, institutionalization, fusional lexicalization

     Comparative method and genealogical classification: systematic correspondences, comparative reconstruction, the Neogrammarian hypothesis, dialectology, genetic relations, the tree model, the language families of the world

2.   **Reading List**
2.1   **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Campbell, Lyle (1998). *Historical linguistics: An introduction to its principles and procedures.* Edinburgh: Edinburgh University Press.
2.	Trask R.L. (1996). *Historical linguistics*. Edward Arnolds.

2.2   **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Baldi, Philip, ed. (1990). *Linguistic change and reconstruction methodology.* Berlin, NY: Mouton de Gruyter.
2.	Brinton, Laurel and Elisabeth Close Traugott (2005). *Lexicalization and Language Change*. Cambridge: Cambridge University Press.
3.	Bybee, Joan, Revere Perkins, and William Pagliuca (1994). *The evolution of grammar: Tense, aspect, and modality in the languages of the world.* Chicago and London: Chicago University Press.
4.	Hopper, Paul and Close Traugott, Elizabeth (1993). *Grammaticalization*. Cambridge University Press, Cambridge.
5.	Lehmann, Winfred (1992). *Historical linguistics: An introduction,* 3rd ed. London: Routledge.