



## Teaching Guide

Identifying Data					2015/16
<b>Subject (*)</b>	Variación e cambio na lingua inglesa	<b>Code</b>	613505009		
<b>Study programme</b>	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Optativa	3	
<b>Language</b>					
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Filoloxía Inglesa				
<b>Coordinador</b>	Crespo Garcia, Maria Begoña	<b>E-mail</b>	begona.crespo.garcia@udc.es		
<b>Lecturers</b>	Crespo Garcia, Maria Begoña	<b>E-mail</b>	begona.crespo.garcia@udc.es		
<b>Web</b>	www.imaes.eu/?page_id=31				
<b>General description</b>	Este curso ten como obxectivo proporcionar aos alumnos unha sólida formación na diversidade lingüística explorando os factores internos e externos que teñan un papel importante no cambio lingüístico				

## Study programme competences

Code	Study programme competences

## Learning outcomes

Learning outcomes	Study programme competences

## Contents

Topic	Sub-topic
1. Introduction.	
2. Historical Linguistics.	2.1. Main tenets, methodologies. 2.2. External and internal factors promoting change.
3. Variation and change at different levels.	3.1. Etymology and phonology. 3.3. Semantics. 3.3. Morphology. 3.4. Syntax.

## Planning

Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Seminar		10	15	25
Online discussion		5	5	10
Short answer questions		2	10	12
Guest lecture / keynote speech		10	18	28
Personalized attention		0		0

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

Methodologies	Description
Seminar	
Online discussion	Online discussion on particular topics in relation to variation and change.
Short answer questions	Short answer test which will cover the aspects treated in class.



Guest lecture / keynote speech	Teacher's presentation of theoretical concepts.
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### Personalized attention

Methodologies	Description
Seminar	Students will receive personal attention during the teacher's office hours or via e-mail.

### Assessment

Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech		Participación dos estudantes durante os seminarios e sesións maxistras e resposta a cuestións plantexadas pola profesora.	25
Short answer questions			50
Online discussion			25

### Assessment comments

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### Sources of information

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<p><b>Basic</b></p>	<p>North America. Cambridge : Cambridge University Press. Barber, Charles. 2000. The English Language: A Historical Introduction. Cambridge: Cambridge University Press. Blake, Norman (ed). 1992. The Cambridge history of the English language. Vol.2: 1066-1476. Cambridge : Cambridge University Press. Brinton, Laurel .J. &amp; Traugott, Elizabeth Closs. 2005. Lexicalization and Grammaticalization in Language Change. Cambridge: Cambridge University Press. Narrog Heiko &amp; Heine, Bernd (eds.) 2011. The Oxford handbook of grammaticalization. Oxford: Oxford University Press. Burchfield, Robert (ed). 1994. The Cambridge history of the English language. Vol.5: English in Britain and Overseas : origins and development. Cambridge : Cambridge University Press. Burnley, David. 2000. The History of the English Language: A Source Book. London: Longman. Cable, Thomas. 2002. A Companion to Baugh and Cable's History of the English Language. London:Routledge. Coates, Jennifer. 2004. Women, Men, and Language: A Sociolinguistic Account of Gender Differences in Language. London: Pearson Longman. Coupland, Nikolas and Jaworski, Adam. 2009. The New Sociolinguistics Reader. London: Palgrave. Coupland, Nikolas. 2007. Language variation and identity. Cambridge; New York: Cambridge University Press. Chambers, J.K., Peter Trudgill and Natalie Schilling-Estes (eds). 2003. The Handbook of Language Variation and Change. London: Blackwell Publishing Ltd. Denison, David, and Hogg, Richard. 2006. A history of the English language. Cambridge: Cambridge University Press. Fairclough, Norman. 2001. Language and Power. London: Longman. Hickey, Raymon. 2003 (ed). Motives for language change. Cambridge: Cambridge University Press. Fitzmaurice, Susan M. &amp; Taavitsainen, Irma (eds). 2007. Methods in historical pragmatics. Berlin : Mouton de Gruyter. Hogg , Richard (ed). 1992. The Cambridge history of the English language. Vol.1: The beginnings to 1066. Cambridge : Cambridge University Press. Holmes, Janet. 2008. An Introduction to Sociolinguistics. London: Longman. Hughes, Arthur, Trudgill, Peter &amp; Watt, Dominic. 2005. English accents and dialects. London: Hodder Arnold. Kortmann, B. &amp; Upton, C. 2008. Varieties of English: The British Isles. Berlin: Mouton de Gruyter. Kytö, Merja, John Scahill &amp; Harumi Tanabe (eds). 2010. Language change and variation from old English to late modern English: A festschrift for Minoji Akimoto. Berlin: Peter Lang. Romaine, Suzanne. 2000. Language in Society: An Introduction to Sociolinguistics. Oxford: Oxford University Press. Stockwell, Peter. 2007. Sociolinguistics: A Resource Book for Students.London: Routledge. Trudgill, Peter. 2000. Sociolinguistics: An Introduction to Language and Society. London: Penguin. Bergs, Alexander / Brinton, Laurel J. (eds). 2012. English Historical Linguistics. An International Handbook. Berlin: Walter de Gruyter. Lass, Roger (ed). 2000. The Cambridge history of the English language. Vol.3: 1476-1776. Cambridge : Cambridge University Press. Romaine, Suzanne (ed). 1999. The Cambridge history of the English language. Vol.4: 1776-1997. Cambridge : Cambridge University Press. Trudgill, Peter. 2010. Investigations in sociohistorical linguistics : stories of colonisation and contact . Cambridge/ New York : Cambridge University Press.</p>
<p><b>Complementary</b></p>	

<b>Recommendations</b>
<b>Subjects that it is recommended to have taken before</b>
<b>Subjects that are recommended to be taken simultaneously</b>
<b>Subjects that continue the syllabus</b>
<b>Other comments</b>



Students are expected to complete all assignments and readings suggested by the lecturer(s), and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course regularly. Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via email. Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.