



## Teaching Guide

Identifying Data					2022/23
<b>Subject (*)</b>	Variation and Change in English	<b>Code</b>	613505108		
<b>Study programme</b>	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)				
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	Optional	3	
<b>Language</b>	English				
<b>Teaching method</b>	Hybrid				
<b>Prerequisites</b>					
<b>Department</b>	Letras				
<b>Coordinador</b>	Crespo Garcia, Maria Begoña	<b>E-mail</b>	begona.crespo.garcia@udc.es		
<b>Lecturers</b>	Crespo Garcia, Maria Begoña Moskovich-Spiegel Fandiño, Isabel	<b>E-mail</b>	begona.crespo.garcia@udc.es isabel.moskovich-spiegel.fandino@udc.es		
<b>Web</b>	www.imaes.eu/?page_id=31				
<b>General description</b>	The aim of this module is to familiarise students with the major issues and methodologies of variationist research as well as to equip them with the necessary skills and tools to identify, analyse and interpret particular cases of variation and/or linguistic change at the different levels of analysis (phonological, morphosyntactic, lexical and semantico-pragmatic).				

### Study programme competences / results

Code	Study programme competences / results

### Learning outcomes

Learning outcomes	Study programme competences / results

### Contents

Topic	Sub-topic
Introducing language variation and change: Linguistic variation as a condition for linguistic change.	The idea of language change The idea of language variation Language classifications: typological, geographical, genealogical Diachrony, synchrony, diatopy and diaphases in language.
Basic types of linguistic change	Simplification and elaboration
Factors determining variation and change: Internal and external factors.	
Materials for the study of variation and change in English.	The nature of the evidence and its limitations
Variation and change in the different linguistic components	Phonology Lexis Semantics Morphology Syntax
An overview of approaches to the study of language variation and change	

### Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech		5	0	5
ICT practicals		5	10	15



Document analysis		2	12	14
Mixed objective/subjective test		1	9	10
Seminar		7	7	14
Oral presentation		2	10	12
Personalized attention		5	0	5

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Students will be given examples from different languages so that they may think about any phenomena observable at first sight
ICT practicals	Use of different platforms, dataases, tee-banks, corpora and other electronic tools for linguistic research that are good bases for empirical studies
Document analysis	Critical reading of recommended sources
Mixed objective/subjective test	Mixed test to be solved either in class or at home
Seminar	
Oral presentation	Presentation containing the concepts and competences acquired

Personalized attention	
Methodologies	Description
ICT practicals	Students will receive personal attention either at the teachers' offices or via e-mail.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Mixed objective/subjective test		Test or tests to be taken in class or submitted by any electronic platform as recommended by the teacgers	25
Oral presentation		Oral presentation and/or paper (1,500 words, excluding references).	50
ICT practicals		Use and command of electronic linguistic tools and resources	20
Document analysis		Critical reading of different sources	5

Assessment comments
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1. % Active participation in the sessions. Please note that attendance to these sessions is compulsory. (Assessed competences: G04, G06, G07)
2. 45% Exercises (e.g. in-class or home assignments) to be submitted via the teaching platform. (Assessed competences: G01, G02, G03, G04, G05, G06, G07, G08, E01, E02, E06)
3. 50% Oral presentation and paper (1,500 words, excluding references). (Assessed competences: G01, G02, G03, G04, G05, G06, G07, G08, G09, G10, E01, E02, E06)

In order to pass this module, students must obtain at least a mark of 50 (out of 100) in items 2 and 3.

Second opportunity: Students will have to repeat only those parts (exercise(s) and paper) in which they did not reach a pass in the first opportunity.

#### IMPORTANT

All exercises and tests will be done in English. Overall correctness in language and in the use of formal conventions is indispensable. Therefore, grammatical and orthographic mistakes will be penalised.

Academic misconduct (including cheating, plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised.

Second opportunity:

Students will have to repeat only those parts (exercises and case study) in which they did not reach a pass in the first opportunity. In the second opportunity the case study will be submitted as a written essay (between 2,000-3,000 words, excluding references).

Students officially exempt from class attendance:

All exercises and tests will be done in English. Overall correctness in language and in the use of formal conventions is indispensable.

Therefore, grammatical and orthographic mistakes will be penalised.

Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Part-time students who have been granted a "dispensa académica" must contact the teacher at the beginning of the semester in order to design the necessary changes and adjustments relating to the different activities to be carried out along the academic year.

#### LINGUISTIC ACCURACY

Both the theoretical and practical examination must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax concordance, lexical precision, or formal register). The level in English language expected of students is equivalent to a C1 level. Deficiencies in this area will be penalized in qualifying.

Essays and written work may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario).

Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.



<p>Basic</p>	<p>Aitchison, Jean.1981. Language Change: Progress or Decay? London: Fontana Paperbacks.Barber, Charles.2000. The English Language: A Historical Introduction. Cambridge:Cambridge University Press.Bergs,Alexander, Brinton, Laurel J. (eds.). 2012. English Historical Linguistics.An International Handbook. Berlin: Walter de Gruyter.Blake, Norman(ed.). 1992. The Cambridge history of the English language. Vol.2: 1066-1476.Cambridge: Cambridge University Press.Brinton,Laurel J. (ed.). 2017. English HistoricalLinguistics. Approaches and Perspectives. Cambridge: Cambridge UniversityPress. Brinton, Laurel J. &amp; Leslie K. Arnovick. 2011. The English Language. A Linguistic History. 2nd edn. Oxford: OxfordUniversity PressBurchfield,Robert (ed). 1994Burnley, David.2000.The History of the English Language: A Source Book. London:Longman. BurrIDGE, Kate &amp; Alexander Bergs. 2017. Understanding Language Change. London: RoutledgeCable, Thomas.2002. Campbell, Lyle. 1999/2004. Historical Linguistics. An Introduction. Cambridge, Ma: The MIT Press.Chambers, Jack,Peter Trudgill &amp; Natalie Schilling-Estes (eds.). 2004. The Handbook ofLanguage Variation and Change. London: Blackwell Publishing LtdChen, Matthew A.1975. "Sound Change: Actuation and Implementation, Language, 51/2: 255-281.Coates, Jennifer. 2004. Women, Men, and Language: A Sociolinguistic Account ofGender Differences in Language. London: Pearson Longman.Conde-Silvestre, Camilo.2016. A ?third-wave? historical sociolinguistic approach to late Middle Englishcorrespondence: Evidence. from the Stonor Letters. InRussi, Cinzia (ed.) Current Trends in Historical Sociolinguistics. Berlin: Walter de Gruyter (46-66)Coupland, Nikolas. 2007. Language Variation and Identity. Cambridge: CambridgeUniversity Press.Fairclough, Norman. 2001. Language and Power. London: Longman.Fasold, Ralph W.&amp; Schiffrin, Deborah (eds).1989. LanguageChange and Variation, Washington DC: Georgetown Univ. Press.Fischer, Olga. 2007. Morphosyntactic Change.Oxford: Oxford University Press.Gumperz, John J.1976. ?Social Network and Language Shift", Working Paper 46, Berkeley (Language Behaviour ResearchLaboratory). Hickey, Raymon.2003 (ed.). Motives for Language Change. Cambridge: Cambridge University Press.Hock, Hans Henrich &amp; Brian D. Joseph. 1996. Language History, Language Change and Language Relationship. An Introduction to Historical and Comparative Linguistics. Berlin &amp; New York: Mouton deGruyter.Hogg, Richard &amp; David Denison (eds.). 2006. AHistory of the English Language. Cambridge: Cambridge University Press.Holmes, Janet.2008. An Introduction to Sociolinguistics. London: Longman.Joseph, Brian D. &amp; Richard D. Janda (eds.). 2003. The Handbook of Historical Linguistics. Oxford: Blackwell.Jucker, Andreas H. &amp; Irma Taavitsainen. 2013. English Historical Pragmatics.Edinburgh: Edinburgh University Press.Jucker, Andreas H. &amp; Irma Taavitsainen (eds.). 2010. Historical Pragmatics. Berlin &amp; New York: De Gruyter.Kay, Christian &amp; Kathryn Allan. 2015. English Historical Semantics. Edinburgh: Edinburgh University Press.King, Robert Desmond.1969. Historical linguistics and Generative Grammar. Prentice Hall.Krishnamurti, Bh. 1978. ?Areal and Lexical Diffusion of Sound Change", Language, 54, 1-20.Kytö, Merja &amp; Päivi Pahta (eds.). 2016. The Cambridge Handbook of English Historical Linguistics. Cambridge: CambridgeUniversity Press.Kytö, Merja,John Scahill &amp; Harumi Tanabe (eds). 2010. Language Change and Variationfrom old English to Late Modern English: A Festschrift for Minoji Akimoto.Berlin: Peter Lang.Labov,William. 1994. Principles of LinguisticChange. Volume 1: Internal Factors. Oxford: UK &amp; Cambridge USA:Blackwell.Labov, William. 2001. Principles of LinguisticChange. Volume 2: External Factors. Oxford: UK &amp; Cambridge USA: Blackwell.Lass, Roger. 1997. Historical Linguistics and Language Change. Cambridge: Cambridge University Press.Los, Bettelou. 2015. A Historical Syntax of English. Edinburgh: EdinburghUniversity Press.McMahon, April. 1994. Understanding LanguageChange. Cambridge: Cambridge University Press.Minkova,Donka. 2013. A Historical Phonology of English. Edinburgh: EdinburghUniversity Press.Nevalainen, Terttu &amp; Helena Raumolin-Brunberg. 2003. Historical Sociolinguistics. London: Longman.Ringe, Don. 2021. A Historical Morphology of English. Edinburgh: EdinburghUniversity Press.Samuels, Michael L. 1972. Linguistic Evolution,with Special Reference to English. Cambridge: Cambridge University Press.Schendl, Herbert. 2001. Historical Linguistics.Oxford: Oxford University Press.Trask, Robert Lawrence. 1994. Language Change. London &amp; New York: Routledge.Trask, Robert Lawrence. 1996. HistoricalLinguistics. London: Arnold.Traugott, Elizabeth C. &amp; Richard B. Dasher. 2002. Regularityin Semantic Change. Cambridge: Cambridge University Press.</p>
<p>Complementary</p>	



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

## Other comments

&nbsp;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.&nbsp; Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised.&nbsp;

(\*)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.