 UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		**2021/22**
Subject (*)	Variation and Change in English	**Code**	613505108
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)		

Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Moskowich-Spiegel Fandiño, Isabel	**E-mail**	isabel.moskowich-spiegel.fandino@udc.es	
Lecturers	Moskowich-Spiegel Fandiño, Isabel	**E-mail**	isabel.moskowich-spiegel.fandino@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	This course aims at providing students with a solid knowledge of language diversityexploring both intralinguistic and extralinguistic factors that have some influence on language cjhnage and variation.			
Contingency plan	1. Changes in contents The contents of the course will remain the same 2. Methodology The teaching methods will be kept although adapted to distance teaching (e-amil, Moodle or Teams) 3. Personalised attention to students Students will receive individual and/or group attention by e-mail, Teams or Moodle) during the official timetible and calendar 4. Changes in the evaluation There will be no changes in the programmed evaluation already designed for distance teaching 5.Changes in the bibliography There will be no changes in the reading list and bibliography			

Study programme competences	
Code	**Study programme competences**

Learning outcomes	
Learning outcomes	**Study programme competences**

Contents	
Topic	**Sub-topic**
1. Introduction and basic concepts	The idea of language change
	The idea of language variation
	Language classifications: typological, geographical, genealogical
	Diachrony, synchrony, diatopy and diaphases in language
Historical Linguistics: main tenets and methodologies.	The comparatist method
	Reconstruction as a method

Theoretical frameworks for the study of variation and change	Structuralism
	Generativism
	Grammaticalisation
	Construction grammar
	(Historical) sociolinguistics
	Other approaches
Variation and change at different levels:	Phonology
	Lexis
	Semantics
	Morphology
	Syntax

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities		1	0	1
Guest lecture / keynote speech		12	5	17
ICT practicals		5	10	15
Document analysis		2	12	14
Mixed objective/subjective test		1	10	11
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
Introductory activities	Students will be given examples from different languages so that they may think about any phenomena observable at first sight
Guest lecture / keynote speech	The teachers will explain concepts, theoretical framworks and processes relating to language variation and change. These sessions may include interaction with students by means of fialogue and debate
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
Oral presentation	Presentation containing the concepts and competences acquired

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

Assessment				
Methodologies	Competencies	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		15
Oral presentation		Oral presentation and/or paper (1,500 words, excluding references).		60
ICT practicals		Use and command of electronic linguistic tools and resources		10

Document analysis		Critical reading of different sources	15

Assessment comments

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:

Students will have to hand in all course exercises (60%) and submit an essay on a case study (between 2,000-3,000 words, excluding references) (40%).
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. (Normasde 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.

Sources of information

| Basic | 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.Blount, Ben.G. & Sanches, Mary. (eds) 1977. Sociocultural Dimensions of Sound Change, NY: Academic Press.Brinton, Laurel J. & Traugott, Elizabeth Closs. 2005. Lexicalization and Grammaticalization in Language Change. Cambridge: Cambridge 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.Cakkary, Robert.E. 1975. "Phonological Change and the Development of an Urban Dialect in Illinois?, Language in Society 4, 155-69.Campbell, Lyle. 1999/2004. Historical Linguistics. An Introduction. Cambridge, Ma: The MIT Press.Chambers, Jack, Peter Trudgill & Natalie Schilling-Estes (eds.). 2004. The Handbook of Language 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 of Gender Differences in Language. London: Pearson Longman.Conde-Silvestre, Camilo. 2016. A ?third-wave? historical sociolinguistic approach to late Middle English correspondence: Evidence. from the Stonor Letters. In Russi, Cinzia (ed.) Current Trends in Historical Sociolinguistics. Berlin: Walter de Gruyter (46-66)Coupland, Nikolas & Jaworski, Adam. 2009. The New Sociolinguistics Reader. London: Palgrave.Coupland, Nikolas. 2007. Language Variation and Identity. Cambridge: Cambridge University Press.Denison, David, & Hogg, Richard. 2006. A History of the English Language. Cambridge: Cambridge University Press.Fairclough, Norman. 2001. Language and Power. London: Longman.Fasold, Ralph W. & Schiffrin, Deborah (eds).1989. Language Change and Variation, Washington DC: Georgetown Univ. Press.Fitzmaurice, Susan M. & Taavitsainen, Irma (eds). 2007. Methods in Pragmatics. Berlin: Mouton de Gruyter.Gumperz, John J. 1976. ?Social Network and Language Shift", Working Paper 46, Berkeley (Language Behaviour Research Laboratory).Harris, John. 1985. Phonological Variation and Change. Cambridge: C.U.P.Hernández-Campoy, Juan M. 2016. Authorship and gender in English historical sociolinguistic research: Samples from the Paston Letters. 2016. In Russi, Cinzia (ed.) Currente Trends in Historical Sociolinguistics. Berlin: Walter de Gruyter (108-142)Hickey, Raymon. 2003 (ed.). Motives for Language Change. Cambridge: Cambridge University Press.Hock, HansHenrich. 1986. Principles of historical linguistics. 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.Irvine, Judith T. 1978. ?Wolof Noun Classification: The Social Setting of Divergent Change", Language in Society, 7/1: 37-64.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, John Scahill & Harumi Tanabe (eds). 2010. Language Change and Variation from old English to Late Modern English: A Festschrift for Minoji Akimoto. Berlin: Peter Lang.Labov, William. 1963. ?The Social Motivation of Sound Change", Word, 19: 3, 273-309.Lass, Roger (ed). 2000. The Cambridge history of the English language. Vol.3: 1476- 1776. Cambridge: Cambridge University Press.Martinet, André. 1960. Elements of General Linguistics. London: Faber and Faber.Milroy, James & Milroy, Leslie. 1985. Linguistic change, social network and speaker innovation. Journal of Linguistics, 21(2), 339-384. doi:10.1017/S0022226700010306Narrog Heiko & Heine, Bernd (eds.) 2011. The Oxford Handbook of Grammaticalization. Oxford: Oxford University Press.Romaine, Suzanne (ed). 1999. The Cambridge History of the English Language. Vol. 4: 1776-1997. Cambridge: Cambridge University Press.Romaine, Suzanne. 2000. Language in Society: An Introduction to Sociolinguistics. Oxford: Oxford University Press.Russi, Cinzia. 2016. "Introduction". In Russi, Cinzia (ed.) Current Trends in Historical Sociolinguistics. Berlin: Walter de Gruyter (1-18) Stockwell, Peter. 2007. Sociolinguistics: A Resource Book for Students. London: Routledge.Trudgill,Peter. 1974. ?Linguistic Change and Diffusion: Description and Explanation in Sociolinguistic Dialect Geography?, Language in Society, 3/2: 215-246.Trudgill, Peter. 2000. Sociolinguistics: An Introduction to Language and Society. London: Penguin.Venneman, Teo. 1983. ?Causality in Language Change?, Folia Linguistica Historica, 6: 5-26.Weinreich, Ulrich., Labov, William. & Herzog, Marvin. 1968. "Empirical Foundations for a Theory of Language Change?, in W.P.Lehmann & Y.Malkiel (eds), Directions for Historical Linguistics, Austin, |

95-188.

Complementary	

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
<p> 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. </p><p> Academic misconduct (including cheating, plagiarism, self-plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised. </p>

(*)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.