Course Guide

LASC08019
Linguistics and English Language
2C: English in Time and Space

2014-15

Course Organisers:
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Course Secretary:
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1. Course Aims and Objectives

This course provides you with a detailed introduction to variation in English over time and across geographical space. The course takes a narrative approach to the history of the language, from its 'pre-historical' beginnings in early Britain, to the spread of English across the world, and its status as the global language of the twenty-first century. Throughout, changes associated with the external history of the language are discussed in tandem with systemic changes affecting the phonology, morphology and syntax of different varieties of English. You will be introduced to principles of historical linguistics, dialectology and sociolinguistics as they apply to varieties of English. You will also become familiar with the basic structural characteristics of the main periods of English in Britain (Old, Middle and Modern English), and with the formal and functional characteristics of some new Englishe (e.g. those in Africa and Asia). The development of English and Scots in Scotland is a further notable feature of the course.

2. Intended Learning Outcomes

After taking this course, you will be able to:
- describe some of the features of earlier English
- describe some of the features of global varieties of contemporary English
- discuss the function of English in different communities at different points in time
- understand some of the basic principles of historical linguistics, sociolinguistics and dialectology
- apply some of these principles in order to analyse data from varieties of English
- analyse texts (written and spoken) from different periods of English
- analyse texts (written and spoken) produced by users of English in communities across the modern world

3. Lecture Times and Locations

Lectures take place on Tuesdays, Wednesday and Fridays, from 13:10-14:00, in the H.R.B Lecture Theatre, Robson Building.

The first lecture will take place on Tuesday, 13th January, 2015 (see the full timetable on the following page). Tutorial groups will be organised at the start of semester 2. Sign-up sheets will be available on Learn.

4. Lectures

The lectures in LEL2C are given by different members of staff in Linguistics and English Language. The lecturer codes (e.g. CC) are explained in section 11. The schedule of lectures is given below:
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
</tr>
</thead>
</table>
| 1    | English and its connection to Germanic.  
     | Sound changes in the Germanic language family.  
     | Sound changes in West Germanic.                                                                                                                            | MR       |
| 2    | Historical phonology: theoretical approaches to sound change*                                                                                                                                       | MR       |
| 3    | Language contact and its impact on Old English;  
     | Structure of Medieval English: morphology  
     | English texts in the medieval period: nature of the available evidence                                                                                       | LvB      |
| 4    | Language contact and its impact on Middle English;  
     | Structure of Medieval English: syntax  
     | English texts in the medieval period: spelling and pronunciation                                                                                           | LvB      |
| 5    | Grammatical change: from Middle English to Early Modern English  
     | Grammatical change: beyond Early Modern English  
     | Social structure and grammatical change                                                                                                                     | RT       |
|      | INNOVATIVE LEARNING WEEK                                                                                                                                                                          |          |
| 6    | Plain language and scientific writing in the 17th century  
     | Prescriptivism in the 18th century: Fixing the language  
     | The rise and fall of RP in the 19th and 20th century                                                                                                       | CC       |
| 7    | Scots and Scottish English: Introduction and history  
     | Scots and Scottish English: Status and features  
     | Scots and Scottish English: Features and phonological history                                                                                               | RA       |
| 8    | Variation and change in English dialects*                                                                                                                                                           | PH       |
| 9    | New dialect formation*                                                                                                                                                                              | PH       |
| 10   | The origins of North American English  
     | The origins of Southern Hemisphere Englishes  
     | The origins of African American Vernacular English                                                                                                       | CC       |
| 11   | World Englishes: a case study of Indian English  
     | English creoles: a case study of Tok Pisin  
     | English Today: what does it mean to be a Global language?                                                                                                  | CC       |

*Titles of three lectures in these weeks TBA

5. PPLS Undergraduate Student Handbook

The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here:

6. Readings

A KEY READING for each topic will be given in the lectures, as well as further recommended reading. The key readings are regarded as essential preparation for the exam. Some background reading which will prepare you for the course and which will be useful throughout it is given below. Often the key reading will be a chapter from one of these books:


7. Tutorials

In addition to the three lectures per week, you will also sign up for a tutorial group (1 hour per week). Tutorials are designed to reinforce what you have covered in the lectures, to give you practice analysing linguistic data, and to give you an idea of the kinds of questions you will be given in the assessments. Attendance is compulsory. You will sign up for a tutorial groups on Learn at the start of the semester – you will be given instructions how to do this at that time.

8. Assessment Information

There are two pieces of assessment for this course, each worth 50%.

(1) Essay of 2500 words, due 12 noon on Thursday 26th of March 2015

The essay topics will relate broadly to the content of the lectures but are issued with readings as a self-contained pack so that you do not have to wait for a specific lecture to work on your essay. We aim to return your essays with FEEDBACK approximately three working weeks after submission. If there is a problem with this turnaround time, we will let you know as soon as possible and give you the reasons for any delay. You will have an opportunity to go through your feedback with the course organiser or one of the lecturers before the exam.
The essay needs to be submitted as a hard and an electronic copy. The hard copy should be dropped off into the drop-boxes at reception on the ground floor of the Dugald Stewart Building by the date and time given. You are required to fill in, sign and attach a cover sheet to the front of the assignment when you submit. These forms can be found on top of the drop-boxes in the reception area. The cover sheet includes a statement for you to sign, confirming that the assignment being submitted is your own work. For the electronic copy, you need to log onto Learn and submit this through the link on the Learn page for the course. Full instructions on how to do this are on Learn. The electronic copy must be submitted within 48 hours of submitting the hard copy. Otherwise the assignment will be subject to the same late penalties as the hard copy, as detailed below. If you are submitting an assignment late, you will need to hand in the assignment directly into the Teaching Office on the ground floor of the Dugald Stewart Building and ALSO fill in a Late Submission Form which can be picked up from the shelves on the ground floor of the Dugald Stewart Building, next to the Teaching Office.

(2) Exam of 2 hours in the summer exam period

The second assessment for the course is an exam during the summer exam period. The exam assesses the whole course. The first half of the exam will consist of multiple choice questions, and the second half of the exam will consist of an essay question (you can choose from several options). Note that the format of the first half of the exam differs from LEL2c 2013-14. You will be given sample MCQs for each week of the course on Learn.

Resit exams
For those who have failed the course (i.e. their average of both assessments is less than 40), a resit examination is held in late August. The resit exam is identical in structure and timing to the May/June exam. It is the student's responsibility to check the resit timetable on the Registry's website http://www.registry.ed.ac.uk, find the time and location of the resit exam and ensure they are present for that resit. No formal registration is necessary and students will not be individually notified of the resit date and location of resit exams. If you take the resit exam, your final mark will be calculated using the mark from the resit exam only.

9. Learn

All lecture notes, tutorial exercises and other course material, including this handbook, will be made available on the LEL2C page on Learn. Please make sure to check Learn regularly for course announcements.

Also on Learn, for each week, you will find the following FEEDFORWARD:

- an outline of concepts that you are expected to know from first and second year
- revision exercises for material that you should already know
- sample MCQs (designed to be similar to questions you will find in the final exam)
- sample essay question(s) of the sort that you can expect in second half of the exam
10. Feedback

You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of an essay, a draft write-up, self-generated or peer feedback, small group discussions or quizzes within lectures etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:

* Asking and answering questions in lectures or classes
* Asking questions of your Course Organiser or lecturer in their office hours
* Actively participating in your tutorials (pre-Honours students)
* Talking about your ideas outside class with fellow LEL students
* Participating in LangSoc discussion groups and study-skills events

If you have any suggestions on how to improve feedback further, please contact either:

* Your Tutor (pre-Honours students)
* Your Course Organiser
* Your Personal Tutor
* Sarah Nicol, PPLS Student Support Officer sarah.nicol@ed.ac.uk
* Prof Ronnie Cann, Pre-Honours Director r.cann@ed.ac.uk

11. Useful Information

The lecturers on LEL2C and their contact details are as follows:

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Room</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Rhona Alcorn</td>
<td>2.07</td>
<td>650 6660 <a href="mailto:R.Alcorn@ed.ac.uk">R.Alcorn@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Linda van Bergen (LvB)</td>
<td>3.02</td>
<td>651 1998 <a href="mailto:l.vanbergen@ed.ac.uk">l.vanbergen@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Claire Cowie (CC)</td>
<td>1.11a</td>
<td>650 8392 <a href="mailto:claire.cowie@ed.ac.uk">claire.cowie@ed.ac.uk</a></td>
</tr>
<tr>
<td>(Course organiser)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Patrick Honeybone (PH)</td>
<td>3.06</td>
<td>651 1838 <a href="mailto:patrick.honeybone@ed.ac.uk">patrick.honeybone@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Michael Ramsammy</td>
<td>1.13</td>
<td>650 3959 <a href="mailto:m.ramsammy@ed.ac.uk">m.ramsammy@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Robert Truswell</td>
<td>1.12</td>
<td>651 5511 <a href="mailto:rob.truswell@ed.ac.uk">rob.truswell@ed.ac.uk</a></td>
</tr>
</tbody>
</table>
# 12. Common Marking Scheme

http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td><strong>Excellent</strong>&lt;br&gt;Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td><strong>Excellent</strong>&lt;br&gt;Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td><strong>Excellent</strong>&lt;br&gt;Very good or excellent in most respects, the work is what might be expected of a very competent student.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td><strong>Very Good</strong>&lt;br&gt;Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td><strong>Good</strong>&lt;br&gt;The work clearly meets requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td><strong>Pass</strong>&lt;br&gt;The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td><strong>Marginal fail</strong>&lt;br&gt;The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td><strong>Clear fail</strong>&lt;br&gt;The work is very weak or shows a decided lack of effort.</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td><strong>Bad fail</strong>&lt;br&gt;The work is extremely weak.</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td><strong>Bad fail</strong>&lt;br&gt;The work is of very little consequence, if any, to the area in question.</td>
</tr>
</tbody>
</table>

The marking scheme used for all coursework and for degree and resit examinations is
the University Common Marking Scheme. The principal grades and descriptors, as approved by the School of PPLS, of the University’s Extended Common Marking Scheme, are as follows.

A1 90-100 Excellent

Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It

- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

A2 80-89 Excellent

Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It

- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing
- Shows a high standard of grammar and spelling

A3 70-79 Excellent

Very good or excellent in most respects, the work is what might be expected of a very competent student. It

- Explores the topic under discussion fully
- Shows some complex and/or sensitive independent thinking. Complexity and or sensitivity is reflected in the argument
- Demonstrates a sound understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
• Presents a good case by means of clear logically structured argument or debate, supported by evidence
• Shows a competent standard of fluent academic writing
• Has, where appropriate, complete and correct referencing
• Shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It

• Demonstrates a good understanding of the area in question
• Draws on adequate references
• Demonstrates good synthesis, analysis, reflection and evaluation of the literature
• Concentrates on the main issues to be addressed
• Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
• Has, where appropriate, complete and correct referencing of sources
• Shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It

• Shows evidence of sufficient knowledge and understanding of the material
• Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
• Demonstrates limited critical analysis and evaluation of sources of evidence.
• Addresses the area in question clearly and coherently
• Has satisfactory structure, presentation, and expression
• Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes.

It

• Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
• Lacks detail, elaboration or explanation of concepts and ideas.
• Displays limited synthesis and analysis of the literature
• Presents a highly descriptive account of the topic with no real critical analysis
• Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
• Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
• Has largely satisfactory expression, though there may be minor spelling or grammatical errors

**E 30-39 Marginal fail**

*The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.* *It*

• Does not demonstrate a sufficient level of knowledge and understanding
• Utilises only limited reference sources and offers poor analysis of them
• May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
• Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
• Has an awkward writing style or poor expression of concepts
• Has incomplete or inadequately presented references
• Shows a lack of attention to spelling and grammar.

**F 20-29 Clear fail**

*The work is very weak or shows a decided lack of effort.* *It*

• Displays very poor or confused knowledge and understanding
• Does not address the area in question.
• Presents no argument or one based on irrelevant and erroneous content
• Displays an unacceptable academic writing style and/or presentation
• Has incomplete or inadequately presented references, if any

**G 10-19 Bad fail**

*The work is extremely weak.* *It*

• Displays no knowledge or understanding of the area in question
• Presents incomplete, muddled, and/or irrelevant material
• Provides no coherent discussion of the area in question
• Has incomplete or inadequately presented references, if any

**H 0-9 Bad fail**

*The work is of very little consequence, if any, to the area in question.* *It*

• Is incomplete in every respect