Course Guide

LASC08021: LEL 2E Structure and History of European Languages

January - May 2015

Course Organizer:
Peter Ackema (packema@ling.ed.ac.uk)

Course Secretary:
Ms Paula Philip (p.philip@ed.ac.uk)

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1. Course Aims and Objectives

The basic objective of the course is to present a broad introduction to the linguistics of the languages of Europe, especially to the study of the Romance, Germanic, Celtic and Slavic languages. The course will cover both the principal historical events that have affected the development of these languages (external history) and provide a sketch of the development of modern vernaculars from their historical forbears (internal history). The course will also deal in detail with a number of specific topics that are significant in the linguistic study of the present-day European languages, including both structural topics (for example, case systems and the syntax of verbs) and historical and sociolinguistic topics (for example, the development of standard languages and the role of European languages in historical processes of creolisation).

2. Intended Learning Outcomes

The course should give students a general intellectual context for understanding the structure and history of the languages of the main European language families, and establish a solid factual foundation for more in-depth study of linguistic topics in specific languages (e.g., in Honours level dissertations and long essays).

3. Lecture Times and Locations

Days/Time: Monday, Wednesday, Thursday 12.10 - 1.00pm
Room: Medical School, G.07 Meadows Lecture Theatre - Doorway 4

4. Lecture Content

The course is roughly divided into two parts, a general background part in which the basic structural and historical characteristics of Slavic, Germanic, Romance and Celtic are presented, along with a week on their deeper Indo-European historical background, and a second part in which we deal with specific sociohistorical and structural topics in more detail. The overall scheme for the course is as follows:
<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Wed</th>
<th>Thu</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction by Peter Ackema</td>
<td>Introduction by Peter Ackema</td>
<td>Guidance about essay writing by Peter Ackema</td>
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<td>(Beginning 12 Jan)</td>
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<tr>
<td>Week 2</td>
<td>Indo-European by Pavel Iosad</td>
<td>Indo-European by Pavel Iosad</td>
<td>Indo-European by Pavel Iosad</td>
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<td>(Beginning 19 Jan)</td>
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<tr>
<td>Week 3</td>
<td>Romance by Bob Ladd</td>
<td>Romance by Bob Ladd</td>
<td>Romance by Bob Ladd</td>
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<td>(Beginning 26 Jan)</td>
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<tr>
<td>Week 4</td>
<td>Slavic by Patrick Honeybone</td>
<td>Slavic by Patrick Honeybone</td>
<td>Slavic by Patrick Honeybone</td>
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<td>(Beginning 2 Feb)</td>
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<tr>
<td>Week 5</td>
<td>Germanic by Peter Ackema</td>
<td>Germanic by Peter Ackema</td>
<td>Germanic by Peter Ackema</td>
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<td>(Beginning 9 Feb)</td>
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<tr>
<td></td>
<td>Innovative Learning Week</td>
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<td></td>
<td>(Beginning Monday 16th February)</td>
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<tr>
<td>Week 6</td>
<td>Celtic by Pavel Iosad</td>
<td>Celtic by Pavel Iosad</td>
<td>Celtic by Pavel Iosad</td>
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<td>(Beginning 23 Feb)</td>
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<tr>
<td>Week 7</td>
<td>Language standardisation by Bob Ladd</td>
<td>Language standardisation by Bob Ladd</td>
<td>Language standardisation by Bob Ladd</td>
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<td>(Beginning 2 Mar)</td>
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<tr>
<td>Week 8</td>
<td>Creolisation by Peter Ackema</td>
<td>Creolisation by Peter Ackema</td>
<td>Creolisation by Peter Ackema</td>
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<tr>
<td>(Beginning 9 Mar)</td>
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<tr>
<td>Week 9</td>
<td>Issues in the syntax of European Languages by Caroline Heycock</td>
<td>Issues in the syntax of European Languages by Caroline Heycock</td>
<td>Issues in the morphology of European Languages by Peter Ackema</td>
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<tr>
<td>(Beginning 16 Mar)</td>
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<tr>
<td>Week 10</td>
<td>Issues in the morphology of European Languages by Peter Ackema</td>
<td>Issues in the phonology of European Languages by Pavel Iosad</td>
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<tr>
<td>(Beginning 23 Mar)</td>
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<tr>
<td>Week 11</td>
<td>Feedback &amp; Feedforward about essay by Peter Ackema</td>
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<td>(Beginning 30 Mar)</td>
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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

All lecturers on the course will give out advice on reading on the topics that they cover, and they will indicate which readings are obligatory. For the first part of the course, you may find the following useful. Details of relevant parts from some of these books are given in the week-by-week overview of the first part of the course below.


**Week 1**
What are the Romance, Germanic, Celtic and Slavic languages? Where are they spoken? How much do we know about the history of these languages, and how do we obtain such knowledge? How much variation is there between and within these languages? Standard languages, non-standard dialects, minor languages, creoles. Some basic structural notions.
- Harris & Vincent (1988): chapter 1
- Posner (1996): Introduction
Week 2
The historical background of Indo-European. The Indo-European language family. The spread of Indo-European and the place of Slavic, Germanic, Romance and Celtic within the IE family. Comparative and internal reconstruction. The structure of Proto-Indo-European.

Week 3
Diachronic overview of the Romance languages. Key structural characteristics of Romance.

Week 4
Diachronic overview of the Slavic languages. Key structural characteristics of Slavic.

Week 5
Diachronic overview of the Germanic languages. Key structural characteristics of Germanic.

Week 6
Diachronic overview of the Celtic languages. Key structural characteristics of Celtic.

7. Tutorials
There will be tutorials once every two weeks, starting in week 3. They are held on Tuesdays, at the following times: 9:00-09:50, 10:00-10:50, 11:10-12:00, 12:10-13:00 and 13:10-14:00. Please consult the timetable for the rooms. You will be notified at the start of the course how to enrol on to your tutorial group.

8. Assessment Information
(i) Essay (2,500 words) reporting on an individual research project on a specific topic concerning one or more of the European languages. This is worth 50% of the marks for the course. The essay is due on Monday 20 April at noon.
(ii) Written exam, scheduled during the April/May exam diet at the end of the semester. This is also worth 50% of the marks for the course.

The course essay will require you to do some research (usually library research) on a topic of your choice. In some cases it may be appropriate for you to work in groups of two or three on a given topic, but all essays must be written up individually.
The exam will be a standard 2-hour exam. It will consist of a mixture of short answer questions, longer questions and an essay question. Examples of the longer questions and essay questions can be found in old exam papers of the course (as well as of the former course 'Linguistics 2Lh'), available in the Library's electronic resource with past papers.

8.1 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. Feedback 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 Nichol, PPLS Student Support Officer Sarah.Nicol@ed.ac.uk
* Mhari Davidson, PPLS Student Support Officer Mhari.Davidson@ed.ac.uk
* Prof Ronnie Cann, Pre-Honours Director r.cann@ed.ac.uk

9. Learn

All lecture notes, tutorial exercises and other course material, including this handbook, will be made available on the LEL2E page on Learn. Please make sure to check Learn regularly for course announcements

10. Useful Information
The lecturers on LEL 2E and their contact details are as follows:

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Room</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>Dr Peter Ackema (Course</td>
<td>DSB, 2.05</td>
<td>650 3495&lt;br&gt;<a href="mailto:packema@ling.ed.ac.uk">packema@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Organizer)</td>
<td></td>
<td></td>
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<tr>
<td>Professor Caroline Heycock</td>
<td>DSB, 2.10A</td>
<td>651 1999&lt;br&gt;<a href="mailto:heycock@ling.ed.ac.uk">heycock@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Patrick Honeybone</td>
<td>DSB, 3.06</td>
<td>651 1838&lt;br&gt;<a href="mailto:patrick.honeybone@ed.ac.uk">patrick.honeybone@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Pavel Iosad</td>
<td>DSB 3.08</td>
<td>650 3948&lt;br&gt;<a href="mailto:pavel.iosad@ed.ac.uk">pavel.iosad@ed.ac.uk</a></td>
</tr>
<tr>
<td>Professor Bob Ladd</td>
<td>DSB, 2.14</td>
<td>650 6977&lt;br&gt;<a href="mailto:bob@ling.ed.ac.uk">bob@ling.ed.ac.uk</a></td>
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11. Common Marking Scheme

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Excellent &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>Excellent &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>Excellent &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>Very Good &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>Good &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>Pass &lt;br&gt;The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>Description</td>
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<td>------------------------------------------------------------------------------</td>
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</table>
| E     | 30-39 | Marginal fail  
*The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.* |
| F     | 20-29 | Clear fail  
*The work is very weak or shows a decided lack of effort.* |
| G     | 10-19 | Bad fail  
*The work is extremely weak.* |
| H     | 0-9   | Bad fail  
*The work is of very little consequence, if any, to the area in question.* |

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.