

Syllabus: Language Change

Linguistics 202 (Moreton)*

2022 January 10 (M)

Time: MWF 1:25–2:15
Places: Dey 304, or: Zoom: Meeting ID 913 2486 0693, passcode 2314480461 ➡
Instructor: Elliott Moreton, moreton@unc.edu
Office hours: (tentatively:) W 11–1 and by appointment
Office: Zoom: Meeting ID 973 4347 1746, passcode 531096 ➡
Textbook: Crowley & Bower, An Introduction to Historical Linguistics, 4th ed.

1 Description

This course is an introduction to the study of how languages change over time. We will begin with a survey of the typical patterns of change in the various modules of language—syntax, phonetics, the lexicon, etc. This knowledge will then be applied to the problem of using descendant languages to reconstruct ancestral languages and historical relationships among them. Finally, we will consider the physiological, psychological, and social factors which promote and direct language change.

The only prerequisite for LING 202 is LING 101, Introduction to Linguistics.

2 Requirements

Final grades for this course will be calculated as follows:

- 60% Homework. There will be about 7 problem sets during the semester. As is often the case in linguistics courses, the homework may be meant as preparation for the class, rather than the other way around; i.e., you may have to figure out how to do things which you have not yet been shown how to do. No homework grades will be dropped.
- 30% Exams. There will be a midterm and a final. Both will be in-class and cumulative from the beginning of the course.
- 10% Attendance and participation. The class will involve a lot of in-class discussion, which everyone should contribute to over the course of the semester. Multiple unexcused absences will have a direct negative effect on the attendance and participation grade (as well as an indirect one on the other components). The same applies to a pattern of coming late or being unprepared for class discussion.

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Numeric grades will be converted to UNC's letter-grade system by mapping the numeric range from 60 to 100 onto the 10 passing letter grades from D to A, with four numeric points per step (except that A has 5 points, 96 to 100).

3 Class in the time of coronavirus

As I write this, the University's plan is to remain open for a full 14-week semester, and to hold some classes in person. This is one such class. If the virus situation deteriorates, or if the class demands it, we may go to all-Zoom classes. In the meantime, I will be streaming in-person class meetings via Zoom (see link on p. 1 of this syllabus). The Zoom feed will also be recorded to the Panopto area of Sakai for anyone who can't make it to live or Zoom class. Assignments are to be handed in and graded as pdf files via the Sakai **Assignments** area.

When in class, we all have to follow the Community Standards[➡]¹. That is the mild way of putting it; for the draconian way, see below, Section 8, under "Mask Use".

4 Where to find necessary things on line

The main tools we will be using to communicate in this course are the following:

1. The class log[➡]², on the World Wide Web, updated after each class. Here you will find
 - (a) A brief outline of what was covered each day
 - (b) A list of any assignments made that day
2. The Sakai site[➡]³. Everyone who is enrolled in the class should already have access to it. Our class's ID, if you need it, is LING202.001.SP22. The main things we will need there are
 - (a) Recordings and transcripts of any class meetings held by Zoom (under Panopto) **These are for class members only!**
 - (b) Course materials like slides, handouts, and readings (under Resources)
 - (c) The place to pick up and return written assignments (under Assignments).
 - (d) A place for brief, low-stakes quizzes (under Tests and Quizzes) which I may assign from time to time
 - (e) A discussion forum for asynchronous collaboration (under Forums)
 - (f) The gradebook (under Gradebook)
3. The Zoom meeting link (see p. 1 of the syllabus). If Zoom is not already installed on your computer, please go to zoom.unc.edu[➡]⁴ to get it.

¹<https://carolinatogether.unc.edu/community-standards/>

²<http://users.castle.unc.edu/~moreton/Ling202/2021log.html>

³<http://sakai.unc.edu>

⁴<http://zoom.unc.edu>

5 The International Phonetic Alphabet

We'll need to use the IPA. Here are some links that may help:

1. A freeware Unicode IPA font, Charis SIL [➡⁵](https://software.sil.org/charis/) that works on Windows, Mac, and Linux systems.
2. An IPA keyboard [➡⁶](https://westonruter.github.io/ipa-chart/keyboard/) webpage. You type by clicking on IPA symbols, then cut and paste the result into your word processor.
3. Guidance on typing IPA on a Windows machine [➡⁷](https://www.gouskova.com/2016/09/04/international-phonetic-alphabet-fonts-and-keyboards/)
4. Guidance on typing IPA on a Mac [➡⁸](http://wstyler.ucsd.edu/posts/ipa_with_osx.html)

⁵<https://software.sil.org/charis/>

⁶<https://westonruter.github.io/ipa-chart/keyboard/>

⁷<https://www.gouskova.com/2016/09/04/international-phonetic-alphabet-fonts-and-keyboards/>

⁸http://wstyler.ucsd.edu/posts/ipa_with_osx.html

Week	Date	Topics	Assignments	
1	1/10 1/12 1/14	M W F	Introduction. Language change in general.	C&B Ch. 1.1 and 1.3
2	— 1/19 1/21	— W F	Phonetic change	C&B Chs. 2 and 3.
3	1/24 1/26 1/28	M W F	Phonological change.	C&B Ch. 4.
4	1/31 2/2 2/4	M W F	Morphosyntactic change	C&B Ch. 12.2–12.4.
5	2/7 2/9 2/11	M W F	Lexical change	C&B Ch. 11.3.
6	2/14 2/16 2/18	M W F	Semantic change.	C&B Ch. 11.1.
7	2/21 2/23 2/25	M W F	Relatedness between languages.	MIDTERM 2/25.
8	2/28 3/2 3/4	M W F	The comparative method.	C&B Ch. 5.
9	3/7 3/9 3/11	M W F	Subgrouping	C&B Ch. 6.
SPRING BREAK				
10	3/21 3/23 3/25	M W F	Internal reconstruction.	C&B Ch. 7.
11	3/28 3/30 4/1	M W F	Causes of language change.	C&B Ch. 1.2.
12	4/4 4/6 4/8	M W F	Language change in progress.	C&B Ch. 13.
13	4/11 4/13	M W	Unresolved problems.	C&B Ch. 9
14	4/18 4/20 4/22	M W F	Language contact.	C&B Ch. 14.
15	4/25 4/27	M W	Wrap-up	—
16	5/6	M	FINAL EXAM, 12 NOON	

6 Policies

Document formats. Electronic documents must be in either ASCII text format, or .pdf (not .docx, .rtf, .ppt, etc.). Otherwise, I won't take them.

Late assignments. As a general rule, NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT. Exceptions may be made if

- You got advance permission (by asking me before the due date) to hand in an assignment late, or
- You couldn't come to campus on the day the assignment is due because of a serious illness or other unexpected emergency. You need to get the assignment in at the earliest possible opportunity with a written explanation of the situation. Email is best.

Collaboration, citation, and outside sources. It is a really good idea to discuss assignments with others in the class and solve the problems together. However, each person should write up their solution alone.

The library and the World Wide Web are full of information about phonology, and you are encouraged to use them to supplement the class materials. If the explanation of some topic in the class reading leaves you puzzled, it can be very helpful to track down a different explanation elsewhere. HOWEVER, you should remember that HOMEWORK AND EXAM PROBLEMS ARE FOR SOLVING, NOT FOR LOOKING UP THE ANSWERS TO. If your assignment is to reconstruct the case system of Proto-Finno-Ugric, it is perfectly fine to look up concepts like "case". It is not at all fine to get a book about Proto-Finno-Ugric out of the library and see what it says about case!

If you collaborate or consult out-of-class sources on an assignment, you need to acknowledge them in the writeup, to give credit where it is due.

7 General UNC-CH course policies and resources

Accessibility Resources The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Mask use Community Standards in Our Course and Mask Use:

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see Carolina Together: <https://carolinatogether.unc.edu>.

Attendance Policy No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

Counseling and Psychological Services CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity Statement I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Honor Code Statements

1. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate that honor code, please see me or consult honor.unc.edu. (source: Department of Asian Studies)
2. Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code. (source: syllabus from section of HIST 486 offered in 2015)
3. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu). (source: syllabus from section of GEOG 67 offered in 2015)

Spring 2022 Course Delivery As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

Syllabus changes The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Title IX statement Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Undergraduate Testing Center The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

- Additional student resources**
1. The Learning Center: The UNC Learning Center is a resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.
 2. The Writing Center: The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.
 3. Resources for Success in Writing: UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online.