



Course Guide

LASC08019

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

2021-2022

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1. Course Aims and Objectives

This course deals with aspects of the historical development of English and Scots, from their origins up to and including their present-day varieties. Students will explore the languages of early Britain, and examine the social and structural development of English and Scots through to the 21st century, including the spread of English across the world. Students will also be introduced to more general principles of historical linguistics, dialectology and sociolinguistics as they apply to varieties of English.

2. Intended Learning Outcomes

After taking this course, you will be able to:

- Describe some of the features of earlier English and describe some of the features of global varieties of contemporary English.
- Identify and discuss variation in spoken and written language from earlier periods
- Draw on your knowledge of phonetics, phonology and syntax to describe structure and variation in different periods.
- Understand some of the basic principles of historical linguistics, sociolinguistics and dialectology, and apply some of these principles to data from varieties of English.
- Show how theories of change follow from data
- Show knowledge of methods and sources of data in historical linguistics, sociolinguistics and dialectology
- Situate attitudes towards accents and varieties of English in their historical contexts

3. Lecture Times and Locations

Lectures take place on **Tuesdays, Wednesday and Fridays**, from **13:10-14:00**.

ALL IN-PERSON LECTURES ARE RECORDED AND CAN BE ACCESSED ON LEARN UNDER COURSE MATERIALS.

The first lecture will take place on Tuesday, 18th January, 2016 (see the full timetable on the following page). Tutorial groups will be organised at the start of semester 2. The first tutorial will be held on Monday of Week 2. Please consult your timetable for lecture venues and tutorial venues.

4. Lectures

The lectures in LEL2C are given by different members of staff in Linguistics and English Language. The provisional schedule of lectures and tutorials is below:

Week	Lecture topics	Tutorial topics
1	Introduction (Claire Cowie) British dialects and the formation	NO TUTORIAL

	of North American English (Claire Cowie) British dialects and New Dialect Formation in the Southern Hemisphere (Claire Cowie)	
2	Language contact and English Creoles: a case study of Tok Pisin (Claire Cowie) The Origins of African American Vernacular English (Claire Cowie) British English in contact with other languages: a case study of Indian English (Claire Cowie)	Regional variation in American English
3	Current variation in British dialects (Warren Maguire)	Tok Pisin
4	Scots and Scottish Standard English (SSE) (Warren Maguire)	Survey of English Dialects data
5	Old English and Middle English (Linda Van Bergen)	Using phonetic transcription to study variation in Scots
Flexible Learning Week		
6	Old English and Middle English (Linda Van Bergen)	Reading of a (glossed) Old English text, followed by questions for linguistic comment
7	Old English and Middle English (Linda Van Bergen)	Reading of a (glossed) Middle English text, followed by questions for linguistic comment
8	Standardisation and Prescription in Early and Late Modern English (Claire Cowie) Elocution and the history of Received Pronunciation (Claire Cowie)	TBC
9	Early Modern English (Bettelou Los)	TBC
10	Early Modern English (Bettelou Los)	Sociolinguistic variation in Early Modern English

11	Sound changes in the history of English (Bettelou Los)	TBC
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5. PPLS and LEL information for current UG students

All information for current PPLS UG students can be found here:

<https://www.ed.ac.uk/ppls/current>

All information for current Linguistics and English Language UG students can be found here:

<https://www.ed.ac.uk/ppls/linguistics-and-english-language/current/undergraduate>

6. Readings

Recommended readings and further reading for each section will be available through the LEL2c Resource List, which you can access through Learn. ‘Recommended’ readings are those that you may want to refer to alongside the lecture notes. Material for ‘further reading’ is intended to give you a more in-depth understanding of the topic. Essay topics will be issued with a set of key readings for each topic. You will be able to link to these through the Resource List, at the time that essay topics are issued.

We recommend the following general texts below:

- Bauer, L. 2002. *An Introduction to International Varieties of English*. Edinburgh: EUP
 Baugh, Albert C and Thomas Cable (2005) *A history of the English language* [electronic resource]. Fifth edition. London : Taylor & Francis e-Library.
 Hogg, R. M., & Denison, D. (Eds.). (2006). *A history of the English language*. Cambridge: Cambridge University Press.
 Mugglestone, Lynda ed. (2012) *The Oxford History of English*. Oxford: OUP [e-book]
 Jones, C. (ed.) 1997. *The Edinburgh History of the Scots Language*. Edinburgh: EUP.
 Schneider, Edgar W. 2011. *English Around the World: An Introduction*. Cambridge: CUP
 Wolfram, W., & Schilling-Estes, N. (1998). *American English: dialects and variation*. Malden, MA: Blackwell.

7. Tutorials

Tutorials are there to enable you to practise the main skills we would like to impart in this course. Some tutorials may involve online exercises with automated feedback. These are not assessed. Further feedback and discussion will always be provided by your tutor in class. Attendance at tutorials is compulsory.

As for all courses, we expect that you will be doing a good amount of work outside of class, too. The normal calculation is that you should expect to do around three hours of independent study for each hour of contact time.

TUTORS

Nadine DIETRICH	ndietrich@exseed.ed.ac.uk
Emily GOUGH	egough@exseed.ed.ac.uk GRAF
Claire Graf	Claire.Graf@ed.ac.uk
Matthew KING	mking34@exseed.ed.ac.uk

8. Assessment Information

There are three pieces of assessment for this course.

Learn Assessment: 10% Multiple Choice Questions. These are due weekly and students have one week to complete. They have to be attempted in one sitting, and one attempt is allowed.

Assignment 1: Essay 40% due Thursday 7th April 2022 at noon (12pm UK time) via Turnitin.

Assignment 2: Essay 50% due Thursday 28th April 2022 at noon (12pm UK time) via Turnitin.

The essay topics will relate broadly to the content of the lectures but are issued with readings as a self-contained pack, and you will be expected to go beyond the content of the lectures and tutorials. You will be provided guidance on approach and organisation. You will also be able to visit the PPLS skills centre for support. We aim to return your essays with FEEDBACK approximately three working weeks after submission. If there is any change to this turnaround time, we will let you know as soon as possible and give you the reasons for any delay.

Special circumstances

If you believe that your coursework or your exam were affected by special circumstances, you need to make a special circumstances application as soon as possible and definitely by the May deadline well ahead of the June exam board. See [student support](#) for details.

9. Learn

All lecture notes, links to readings, 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.

12. Contact Information

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

Lecturer	Room	Contact
Dr Warren Maguire (WM)	3.07	650 3947 w.maguire@ed.ac.uk
Prof. Bettelou Los (BL)	3.03	651 1842

		B.Los@ed.ac.uk
Dr Claire Cowie (CC)	1.11a	650 8392 claire.cowie@ed.ac.uk
Dr Linda Van Bergen	3.06	651 1838 l.vanbergen@ed.ac.uk

You are encouraged to meet with the course organiser (Claire Cowie) to discuss any matter related to the course either in office hours (TBA on Learn) or email for an appointment.

13. Common Marking Scheme

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

The marking scheme used for all course work 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 in 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

14. Students on a Tier 4 Visa

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;
- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;
- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations . If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.
- Make sure that your contact details, including your address and contact numbers are up to date in your student record.
- Make satisfactory progress on your chosen programme of studies.
- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the "Downloads" section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk