Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

GERM 467.02
L01
Topics in Advanced German Linguistics: Diachronic Linguistics
Fall 2022
Lectures (in person) MWF 12:00-12:50 SA 125

COURSE OUTLINE

INSTRUCTOR'S NAME: John H. G. Scott

OFFICE HOURS: CHC 112 TuTh 10:00-12:00 or by appointment (Zoom available)

E-MAIL: john.scott@ucalgary.ca [I will respond to e-mails within 48 hr during weekdays]

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DESCRIPTION
German 467 expands on students' understanding of the structure of the German language. The topical focus on diachronic (a.k.a. historical) linguistics introduces key concepts in comparative linguistics, internal and external perspectives on the development of the German language over time, the relationship between the German language and its closest relatives over time from Proto-Indo-European to the present, and introduction to past and current trends in linguistic research.

OBJECTIVES
- To understand the historical stages and major linguistic developments of the German language
- To be familiar with various approaches to reconstruction of prehistoric language stages
- To develop an awareness of the evidence for historical stages of German, and its limitations
- To explore interactions between language and society over time that can lead to language change
- To analyze real world linguistic data
- To present key aspects of a historical text orally
- To recognize & articulate connections between historical stages and the modern German language

OUTCOMES
By the end of the course you will have a greater understanding of the development of the German language from its prehistoric ancestors through the modern era, including the major linguistic (internal) developments and the interaction of the language with society and other external factors that affect speaker populations, their dialects, and the development of a standard language.

REQUIRED COURSE MATERIALS

Salmons, J. (2018). *A history of German: What the past reveals about today's language* (2nd ed.). Oxford, U.K.: Oxford University. (ISBN 978-0-19-872302-8)

Sanders, R. H. (2010). *German: Biography of a language.* Oxford, U.K.: Oxford University.
(ISBN 978-0-19-991376-3)

Students need to have reliable access to technology, as follows:
• A computer with a supported operating system, as well as the latest security, and malware updates;
• A current and updated web browser;
• Current antivirus and/or firewall software enabled;
• Stable internet connection
(It will be beneficial for students to have a laptop or tablet device with internet access during class sessions,

but this is not required.)
Students will need access to common applications (e.g., MS Word, PowerPoint) that can produce file formats compatible with MS Office (i.e., .DOC, .DOCX, .PPTX) and be able to read and work with documents in .PDF format (e.g., Adobe Reader, Acrobat). University of Calgary students can download Office 365 at no additional cost here: https://www.ucalgary.ca/student-services/guide-services-students

RECOMMENDED COURSE MATERIALS

All other course materials will be made available in D2L.

COURSE NOTES

Important dates
- 1st Lecture: Wednesday, 7 September
- Holidays (no classes)
  - National Day for Truth and Reconciliation: Friday, 30 September
  - Thanksgiving Day: Monday, 10 October
- Deadline for approval of the Creative Project concept: Friday, 4 November
- Term Break (including Remembrance Day): Sunday, 6 November – Saturday, 12 November
- Last Lecture & presentation of Creative Projects: Wednesday, 7 December

D2L: Detailed Course Information, Syllabus, Assignment Instructions, and various resources will be posted on our course site. Frequent access to D2L will be crucial for course engagement and planning your work.

Course Engagement and Preparation
Attendance at each Lecture is required. Course Engagement will be measured by contributions to classroom discussions each week and periodic Learning Logs. Preparation will be measured by (almost) daily Reading Preparation Checks (see **Assessment**). You are expected to have read assignments **before** class. Class discussions and activities will be structured in such a way that assumes you have read the required material. If you have questions about readings, please bring them up at the beginning of class or during office hours. To this end, reading a few days ahead may be helpful.
Note: For almost every class session, you will need quick access to one or both textbooks for the Reading Preparation Checks (open book, timed quizzes), so plan accordingly.

Absences
Regarding absences, please note that it is your responsibility to review the course schedule, D2L materials and textbooks and to contact classmates and/or me to find out what you missed. If you are unable to attend class on a particular day, please let me know in advance if at all possible. See **Assessment** for more information regarding missed Reading Preparation Checks. **Class sessions will not be recorded.**

Late Work
Extensions will not be granted without instructor approval, which should be sought in advance of the deadline whenever possible.

ASSESSMENT

Preparation of Readings (30% of the final grade)
Readings from the textbooks will be assigned as preparation for (almost) every session. At the start of each class, you will complete a Reading Preparation Check (RPC), an open-book, timed quiz of 10-15 simple-format questions. All RPCs will be equally weighted. The lowest 3 RPC scores will be dropped from your grade. If you miss a RPC due to absence, you may complete it during office hours or by appointment within 1 week for half credit (your score $\times$ 50%).

Course Engagement (20% Engagement in class + 10% for 6 Learning Logs = 30% of the final grade)
Engagement with the course is crucial for success. To give you an idea how engagement will be evaluated, please see the rough guideline below:

      A = usually present, prepared for activities and volunteers frequently (at least 3 times per week)
      B = usually present, prepared for activities and volunteers infrequently (1 – 2 per week)
      C = usually present, prepared for activities, but does not volunteer; answers when called upon
      D = usually present, but usually not prepared for activities
      F = usually absent and unprepared for activities

Please know that class engagement does not always involve speaking in front of the whole class. You will be doing a great deal of group and partner work as well as discussions, activities, and exercises in class, and I will monitor your engagement with all activities. This grade will be based on my observations as well as on **written Learning Logs** (via D2L), which give you the opportunity to share and receive feedback with your instructor, reflect on your engagement with the material, the language, and your classmates, as well as your progress and commitment to the course. Both an Engagement score and a Learning Log will be associated with each of 6 topical units in the course:

- Proto-Indo-European to Proto-Germanic (Week 1 – Week Week 3)
- Germanic Language Families (Week 4 – Week 5)
- Old High German (Week 6 – Week 7)
- Middle High German (Week 8)
- Early New High German (Week 9 – Week 10, before & after Reading Week)
- New High German (Week 11 – Week 13)

Sound Change Homeworks (2 × 5% = 10% of the final grade)
You will complete two worksheet-style homework assignments focused on major historical sound changes. The first is associated with the diachronic transition from Proto-Indo-European to Proto-Germanic (especially, but not limited to, Grimm's Law and Verner's Law). The second is associated with the transition from West Germanic to Old High German (especially, but not limited to, the Second Consonant Shift). We will practice these concepts in class, but these assignments must be completed individually.

Digital Manuscript Presentations (2 × 10% = 20% of the final grade)
During the course, you will use digital humanities resources (e.g., online scan of 1-2 folia of an Old High German manuscript) to investigate two primary sources from a historical stage of German covered in the course. You should explore options and propose your first text to your instructor as soon as possible for approval. Once approved, you will schedule a brief in-class presentation and discussion of the selected text during the appropriate unit (e.g., a passage from Otfried's *Evangelienbuch* during the Old High German unit). You must present the manuscript in terms of content, style, linguistic features, and author biographical information, then lead a short discussion in class. Details and rubric will be provided via D2L.

Creative Project (10% of the final grade)
Each student will plan and carry out a creative project to present on the final day of class. The format and medium of the project is flexible—potential projects might include a calligraphic/illuminated manuscript, a runic inscription, a poetic ballad composed in *Minnesang* style, a wood block print, an embroidered tapestry, etc. The project must
(a) invoke some historical (pre-1800 CE) stage(s) of the German language (or a closely related language)
(b) demonstrate your own deeper engagement with linguistic forms from that/those stage(s) or language(s)
(c) engage meaningfully with external factors on the German language from some period(s)
(d) be accompanied by a curation text (ca. 500 words) that gives context, explains details or methods, etc.
(e) be presented in class in an engaging manner on the last day of class (Wednesday, 7 December)

You must discuss your concept with your instructor and receive approval no later than 4 November (before Reading Week) to allow sufficient time to complete the project.

There are no exams for this course, and no assignments or projects are due after 7 December.

Summary of Assessment

Preparation of Readings	= 30%
Course Engagement 20% + 10%	= 30%
Sound Change Homeworks 2 × 5%	= 10%
Digital Manuscript Presentations 2 × 10%	= 20%
Creative Project	= 10%
Total:	**=100%**

GRADING SCALE

A+ 100-97%   A = 96-91%   A- 90-86%

B+ 85-81%   B = 80-76%   B- 75-71%

C+ 70-67%   C= 66-62%   C- 61-58%

D+ = 57-54%   D= 53-50%   F = 49% and below

INTEGRITY AND CONDUCT
All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).

Academic misconduct
Academic Misconduct refers to student behaviour which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Responsible Use of D2L
Important information and communication about this course will be posted on D2L (Desire2Learn), UCalgary's online learning management system. Visit https://ucalgary.service-now.com/it for how-to information and technical assistance.

All users of D2L are bound by the guidelines on the responsible use of D2L posted here: https://elearn.ucalgary.ca/commitment-to-the-responsible-use-of-d2l/. The instructor may establish additional specific course policies for D2L, Zoom, and any other technologies used to support remote learning. Instructional materials, including audio or video recordings of lectures, may not be posted outside of the course D2L site. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legal-services/access-information-privacy
for complete information on the disclosure of personal records.

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at:
 https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations .

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities:
https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: https://arts.ucalgary.ca/current-students/undergraduate

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Tower.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops and tablets are allowed provided that they are used exclusively for instructional

purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines.

Thrive Priority Support Network
By default, courses using the D2L gradebook are part of the Thrive Priority Support Network. For students in their second and later years, this means their grades in progress are monitored for significant deviations from their prior performance. This automated monitoring may trigger an email from the Student Success Centre. These messages are an offer of support, part of the Campus Mental Health Strategy. More information about Thrive can be found here: https://www.ucalgary.ca/student-services/student-success/thrive