

1	Course title	Historical Linguistics
2	Course number	2201973
3	Credit hours	3
	Contact hours (theory)	3
4	Prerequisites/corequisites	
5	Program title	PhD degree in Linguistics
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	PhD
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	PHD
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Face to Face
16	Electronic platform(s)	<input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	October 2023

18 Course Instructor:

Name: Dr. Mohammed Al-Badawi

Office number: 13

Phone number: NA

Email: m.al-badawi@ju.edu.jo

Office Hours:

e- Syllabus

Sunday + Tuesday: 11:00-12:00

Mondays: 1:00-2:00

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

Name: Dr Aseel Zibin

Office number:

Phone number: 065355000/24777

Email: a.zabin@ju.edu.jo

Name

Office number:

Phone number:

Email:

20 Course Description:

This PhD-level course aims at delving into advanced topics in historical linguistics, exploring theories, methodologies, and recent advancements in the field. Emphasizing both breadth and depth, the course covers key aspects of linguistic evolution, including the reconstruction of proto-languages, diachronic typology, and the intersection of historical linguistics with other disciplines

21 Course aims and outcomes:

e- Syllabus

A- Aims: (CLOs)

1. Demonstrate Mastery of Linguistic Evolution Theories:
 - Develop a comprehensive understanding of major theories and models explaining language evolution and change.
 - Critically evaluate and compare different theoretical frameworks in historical linguistics.
2. Advanced Comparative Methodology:
 - Apply advanced comparative methods to analyze linguistic data for reconstructing proto-languages.
 - Critique and refine existing comparative methodologies, demonstrating a deep understanding of their strengths and limitations.
3. Historical Phonology and Morphology:
 - Investigate and analyze historical phonological and morphological changes in various languages.
 - Synthesize findings to contribute to the understanding of broader linguistic trends and patterns.
4. Research Design and Execution:
 - Formulate and execute an independent research project in historical linguistics, including the design of research questions, selection of appropriate methodologies, and data collection strategies.
5. Source Analysis and Paleography:
 - Develop proficiency in reading and interpreting historical linguistic sources, including manuscript analysis and paleography.
 - Apply these skills to the interpretation of linguistic data from diverse historical sources.
6. Cross-Linguistic and Diachronic Typology:
 - Demonstrate a deep understanding of cross-linguistic and diachronic typological patterns.
 - Apply typological insights to the analysis of language change and evolution.
7. Critical Evaluation of Scholarship:
 - Evaluate and critique current literature in historical linguistics, identifying gaps and areas for further research.
 - Develop the ability to situate one's research within the broader scholarly discourse.
8. Advanced Statistical Methods in Linguistics:
 - Apply advanced statistical methods to analyze linguistic data, including the use of computational tools and software for large-scale linguistic datasets.
9. Communication Skills:
 - Effectively communicate research findings through scholarly writing, conference presentations, and other academic forums.
 - Engage in productive academic discussions and debates on topics within the field of historical linguistics.
10. Interdisciplinary Connections:
 - Explore and articulate connections between historical linguistics and other disciplines, such as archaeology, anthropology, and cognitive science.
 - Collaborate with scholars from related fields to enrich the interdisciplinary nature of research.

e- Syllabus

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

1. Foster a deep understanding of the theories and methodologies underpinning linguistic evolution and change.
- 2.

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
1	Foster a deep understanding of the theories and methodologies underpinning linguistic evolution and change.	X	X			X	X														X	
2	Develop advanced skills in comparative linguistic analysis for the reconstruction of proto-languages.			X		X	X							X	X	X						X
3	Encourage interdisciplinary connections by exploring the intersections of historical linguistics with related fields such as archaeology, anthropology, and cognitive science.			X		X	X								X							
4	Cultivate critical thinking and analytical skills through the evaluation of existing scholarship and the development of independent research projects.		X												X			X	X			X

e- Syllabus

5	Equip students with proficiency in source analysis, including paleography and the interpretation of linguistic data from diverse historical sources.	X									X	X			X	X	X
6	Provide opportunities for the application of advanced statistical methods and computational tools to analyze large-scale linguistic datasets.	X				X	X				X	X					X
7	Enhance communication skills through scholarly writing, conference presentations, and active participation in academic discussions.	X				X					X	X					X
8	Critically evaluate and synthesize key theories in historical linguistics.	x				x					x	x		x	x	x	x
9	Explore the intersections of historical linguistics with other disciplines.	x	x			x	x				x	x	x			x	
10	Engage in independent research on a specific historical linguistics topic	x	x				x				x	x			x	x	x

e- Syllabus



22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Overview of major theories in historical linguistics	1,2,3,5,6,7	Online/Microsoft Teams	In-class tasks	Main textbook
2	2.1	Critical evaluation of key methodologies	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
3	3.1	Comparative Methodology and Proto-Language Reconstruction	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook

e- Syllabus

4	4.1	Principles of the comparative method Application to proto-language reconstruction Case studies and practical exercises	2, 5, 6,8	Online/Microsoft Teams	In-class tasks	Main textbook
5	5.1	Historical Phonology and Morphology	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
6	6.1	Analysis of sound change patterns Morphological shifts and evolution Case studies and hands-on exercises	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
7	7.1	Diachronic Typology	5, 6, 7, 8, 9	Online/Microsoft Teams	In-class tasks	Main textbook
8	8.1	Cross-linguistic and diachronic typological patterns Implications for understanding language change Comparative analysis of typological shifts	1-10	Online/Microsoft Teams	In-class tasks	Main textbook
9	9.1	Collaboration with archaeology, anthropology, and cognitive science	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook

e- Syllabus

10	10.1	Case studies and discussions on interdisciplinary research	5, 6, 7, 8	Online/Microsoft Teams	In-class tasks	Main textbook
11	11.1	Introduction to statistical tools for linguistic analysis Application to large-scale linguistic datasets	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
12	12.1	Hands-on exercises and data interpretation	5, 6, 7, 8, 9	Online/Microsoft Teams	In-class tasks	Main textbook
13	13.1	Development and presentation of research proposals	5, 6, 7	Online/Microsoft Teams	In-class tasks	Main textbook
14	14.1	Workshopping research ideas and methodologies	1-10	Online/Microsoft Teams	In-class tasks	Main textbook
15	15.1	Revision	1-10	Online/Microsoft Teams	Discussion	Main textbook

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
---------------------	------	----------	---------------------------	---------------	----------

e- Syllabus

Assignments + Participation+ Presentation+ Project	30		1-10	1-14	Microsoft Team+ E-Learning
Midterm Exam	30		1-10	1-7	On campus
Final Exam	40		1-10	1-14	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

26 References:

A- Required book(s), assigned reading and audio-visuals:

1. Campbell, L. (2004). Historical Linguistics: An Introduction. Edinburgh University Press.
2. Dixon, R. M. W. (1997). The Comparative Method in Historical Linguistics. Oxford University Press.
3. Aitchison, J. (2013). Language Change: Progress or Decay? Cambridge University Press.

27 Additional information:

e- Syllabus

28. Rubric for correcting writing tasks:

Quality	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	reveal an in-depth analysis of the documents -make insightful connections between information and ideas in the documents and the assigned task	-convey a thorough understanding of the documents -make clear and explicit connections between information and ideas in the documents and the assigned task	convey a basic understanding of the text -make implicit connections between information and ideas in the text and the assigned task	convey a basic understanding of the documents* -make few or superficial connections and ideas in the documents and the assigned task	convey a vague or inaccurate understanding of the documents -allude to the text but make unclear or unwarranted connections to the assigned task	provide no evidence of understanding -make no connections between information in the text and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently. Using relevant and specific details from the documents	develop ideas inconsistently, using relevant details from the text	develop ideas simply, using some details from the documents	are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive	are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through effective use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through the use of appropriate devices and transitions	maintain a clear and appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	establish, but fail to maintain, an appropriate focus -exhibit uneven organization	lack an appropriate focus, but suggest some organization	show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence	-are stylistically sophisticated, using original and precise language with a notable sense of voice and	use language that is fluent and engaging, with some awareness of audience and purpose	-use appropriate language, with some awareness of audience and purpose -occasionally vary length and	-rely on language from the documents and basic vocabulary -rely on sentences that are unvaried in	use language that is imprecise or unsuitable for the audience or purpose -rely on sentences that lack variety and may be	are minimal -use language that is incoherent or inappropriate

e- Syllabus

structure, and sentence variety	awareness of audience and purpose -vary structure and length of sentences for effect	-show consistent use of sentences that are varied in length and structure	structure of sentences	length and structure	constructed incorrectly	
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension	demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension	demonstrate partial control, exhibiting errors that occasionally hinder comprehension	demonstrate a lack of control, exhibiting many errors that make comprehension difficult	are minimal -may be illegible or not recognizable as English

<http://www.tnellen.com/westside/rubric.html>

Name of Course Coordinator: Aseel Zibin Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----