SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Introduction to evolutionary linguistics**
2. Course code: **15-ITEL- EL-11** (Link USOSWeb)
3. Course type (compulsory or optional): compulsory
4. Study programme name: **English Linguistics: Theories, Interfaces, Technologies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 1st cycle
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): 1 (summer semester)
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 30 h
9. Number of ECTS credits: 2
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: prof. UAM dr hab. Piotr Gąsiorowski, gpiotr2@amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : yes, partially

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

- Making the students familiar with evolutionary models of language change and linguistic divergence.
- Emphasising the role of interdisciplinary approaches to questions of language origins and the history of languages.
- Expanding the students' knowledge about varieties of English, their emergence and history.
- Making the sudents aware of the importance of preserving the world's linguistic heritage, maintaining linguistic diversity, and protecting endangered languages.
- Developing the ability to evaluate critically both scientific information and one's own knowledge in a dynamically expanding area of research.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): English language competency level of B2/C1; basic knowledge of descriptive linguistics; basic knowledge of the major varieties of English.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
ITEL_01	Understands the concepts of language-internal diversity, language change and linguistic innovation	K_W01, K_W02, K_W06, K_U10
ITEL_02	Understands the notion of "evolutionary process" and the basic mechanisms of evolution	K_W01, K_W02, K_W06, K_U04

ITEL_03	Understands the significance of language contact, multilingualism, and their consequences	K_W03, K_W06, K_U07, K_K10
ITEL_04	Appreciates the need to save linguistic diversity and to protect endangered languages	K_W06, K_K09, K_K10
ITEL_05	Is familiar with language classification and the typological variability of the world's languages; knows the basics of historical linguistics and an overview of language families	K_W02, K_W06
ITEL_06	Understands the role of biological and evolutionary factors in explaining the origins of language	K_W05, K_W06, K_U04, K_U07, K_K01

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol(s) (EU)
An evolutionary approach to language variation, development and origins; common features of evolutionary processes	ITEL_01, ITEL_02
Mechanisms of language change (language replication, sources of linguistic novelty, the propagation and fixation of innovations)	ITEL_01, ITEL_02
The internal diversity of English (dialects, sociolects, linguistic variants and competition between them, the emergence of national norms)	ITEL_01, ITEL_02, ITEL_03
Language differentiation and the origin of groups of related languages (e.g. Latin as the ancestor of the Romance group)	ITEL_01, ITEL_02, ITEL_03, ITEL_05
Language contact, multilingualism, and their consequences (borrowing, hybridisation, pidgin and creole languages)	ITEL_01, ITEL_03
English as a global language and its impact on other languages	ITEL_03, ITEL_04
The ecology of language: language extinction, the protection of endangered languages	ITEL_03, ITEL_04
Language families and methods of linguistic reconstruction	ITEL_02, ITEL_05
Questions of common descent and the chronological horizon of reconstruction; the concept of a "Proto-World" language	ITEL_05, ITEL_06
Hypotheses concerning the origin of the human language faculty; language as a system of social communication	ITEL_02, ITEL_03, ITEL_06
Human and non-human animal communication: similarities and differences	ITEL_02, ITEL_03, ITEL_06
The biological and evolutionary underpinnings of the language faculty	ITEL_01, ITEL_02, ITEL_06

5. Reading list

- Fitch, W. Tecumseh. 2010. *The evolution of language*. Cambridge: Cambridge University Press.
- Hurford, James R. 2007. *Language in the light of evolution 1: The origins of meaning*. Oxford: Oxford University Press.
- Millar, Robert McColl. 2012. *English historical sociolinguistic*. Edinburgh: Edinburgh University Press.
- Trask, R. Larry, Robert McColl Millar. 2015. *Trask's historical linguistics* (3rd edition, revised by Robert McColl Millar). London, New York: Routlege.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem-based lecture	
Discussions	X
Text-based work	
Case study work	X
Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	X
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
Other – E-learning platform resources and activities (online discussion etc.)	X

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	ITEL_01	ITEL_02	ITEL_03	ITEL_04	ITEL_05	ITEL_06
Written exam						
Oral exam						
Open book exam						
Written test	X	X	X	X	X	X
Oral test						
Multiple choice test	X	X	X	X	X	X

Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) – Evaluation of classroom activity and ability to engage in active inquiry	X	X	X	X	X	X

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	10
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	10
	Other (please specify) -	
	…	
TOTAL HOURS		60
Total ECTS credits for the course		2

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

excellent (bdb; 5.0): a very good knowledge of issues concerning the origin and evolution of language, family relationships among languages and mechanisms of language change; a highly developed awareness of linguistic diversity, of the existence of endangered languages and the need to protect them; knowledge of the relevant terminology and the ability to use it in speech and writing; very good skills in presenting and discussing academic/research contents.
very good (+db; 4.5): 1–2 competencies acquired at a level slightly below the excellent.
good (db; 4.0): good level of acquiring all or almost all of the competencies.
satisfactory (+dst; 3.5): 1–2 competencies acquired at a sufficient level.
sufficient (dst; 3.0): (merely) sufficient level of acquiring all or almost all the competencies.
failing (ndst; 2.0): insufficient acquisition of all or nearly all the competencies.