ASSESSMENT INFORMATION

Course title: History of Australian Languages I: The Proto-Australian hypothesis and the sociolinguistics of language contact
Course dates: Thurs 3 & Fri 4 December, 2015 (mornings)
Contact hours: 6 hours
Instructors: Dr Mark Harvey, University of Newcastle
Dr Robert Mailhammer, Western Sydney University

About this course

This course module addresses two central questions in Australian historical linguistics: (1) Is there sufficient evidence to support the Proto-Australian [PA] hypothesis - that all the languages of Australia are related to one another? (2) Which social factors show the clearest correlations with the outcomes of language contact?

Addressing (1) requires a focus on the Non-Pama-Nyungan [NPN] languages of northern Australia. The NPN languages are the locus of linguistic diversity in Australia, and are likely to represent an older state of affairs. Current reconstructions provide evidence for many small families and for a number of isolates. The PA hypothesis proposes that the NPN languages, and the Pama-Nyungan [PN] family all derive from one common proto-language.

This module will review the most recent research on the PA hypothesis, and its implications for general theories on the evaluation of hypotheses on remote relationships. This necessarily involves examination of the bases for reconstructing sociality, and the correlations between sociality and language change.

Learning outcomes

After this module students will be able to:

1. Present the principal components in the reconstruction of sociality and the nature of their potential correlations with language change;

2. Present and evaluate the principal components of the PA hypothesis

Recommended readings

Evans, Nicholas. 2003. Introduction: Comparative non-Pama-Nyungan and Australian historical linguistics. In Evans, Nicholas (ed.), The non-Pama-Nyungan languages of northern Australia: comparative studies of the

History of Australian Languages I: The Proto-Australian hypothesis and the sociolinguistics of language contact
CoEDL Summer School 2015: Assessment

continent's most linguistically complex region, 3-25. Canberra: Pacific Linguistics.


Technology requirements: what you need to bring

It is suggested that students bring a laptop or tablet, but this is not mandatory.

**ASSESSMENT TASKS**

**General Points**

If you are taking a course for credit you are required to attend the face-to-face component at CoEDL Summer School and sign the attendance roll at each session.

You will submit your assessment task to the course convenor at your home university. Your home university will be responsible for marking your assignments.

Please note that the marking rubric below is a guide which the course convenor at each university is free to adapt if they wish (to meet word count requirements, for example), but they will need to advise you of any changes before Summer School starts.

Your performance in the ‘shell course’ in which you are enrolled at your home institution will reflect the marking system and grades applied in your home university.

If you wish to dispute your mark, you need to take this up with your home university’s course convenor. CoEDL Summer School does not take responsibility for the outcome of university assessment.
CoEDL Summer School 2015: Assessment

History of Australian Languages I

(i) Assessment Tasks

To fulfil your home institution assessment requirements for this course, you are required to complete the task(s) listed below, plus any other assessment tasks as directed by your course convenor at your home institution:

<table>
<thead>
<tr>
<th>Task</th>
<th>Length</th>
<th>Weighting</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>1,500 words</td>
<td>50%</td>
<td>Contact your course convenor at your home university.</td>
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</tbody>
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(ii) Assessment Criteria and Marking Rubric

Task 1: Written assignment

This task consists of a written paper of about 1,500 words. The topic of this paper is directly related to Learning Outcome 1: The objective is to present and evaluate the reconstructions of the principal factors affecting social interaction and language contact in pre-colonial Australia. Check with the course convenor at your home institution for the due date and other formal regulations.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
<th>Fail</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research background (academic references)</td>
<td>9+</td>
<td>8+</td>
<td>7+</td>
<td>5+</td>
<td>&lt;5</td>
<td></td>
</tr>
<tr>
<td>Data (supporting argumentation)</td>
<td>85-100% of arguments supported by adequate data</td>
<td>75% of arguments supported by adequate data</td>
<td>65% of arguments supported by adequate data</td>
<td>50% of arguments supported by adequate data</td>
<td>&lt;50% of arguments supported by adequate data</td>
<td></td>
</tr>
<tr>
<td>Analysis and reasoning (application of linguistic)</td>
<td>&gt; 85% adequate</td>
<td>75% adequate</td>
<td>65% adequate</td>
<td>50% adequate</td>
<td>&lt;50% adequate</td>
<td></td>
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CoEDL Summer School 2015: Assessment

<table>
<thead>
<tr>
<th>knowledge and logical argumentation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Form (Layout, language)</td>
<td>neat layout, numbered sections, no typographical or spelling errors, references</td>
<td>minor formal issues 1-2 typographical errors, minor reference problems</td>
<td>formal issues in a several respects</td>
<td>a significant number of minor or 1-2 major formal problems</td>
</tr>
<tr>
<td>Factual correctness</td>
<td>&gt; 85% correct</td>
<td>75% correct</td>
<td>65% correct</td>
<td>50% correct</td>
</tr>
</tbody>
</table>

General feedback:

**Task 2: Written assignment**

This task consists of a written paper of about 1,500 words. The topic of this paper is directly related to Learning Outcome 2: The objective is to present and evaluate the principal components of the PA hypothesis. Check with the course convener at your home institution for the due date and other formal regulations

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
<th>Fail</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research background (academic references)</td>
<td>9+</td>
<td>8+</td>
<td>7+</td>
<td>5+</td>
<td>&lt;5</td>
<td></td>
</tr>
<tr>
<td>Data (supporting argumentation)</td>
<td>85-100% arguments supported by adequate data</td>
<td>75% of arguments supported by adequate data</td>
<td>65% of arguments supported by adequate data</td>
<td>50% of arguments supported by adequate data</td>
<td>&lt;50% of arguments supported by adequate data</td>
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</tbody>
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## CoEDL Summer School 2015: Assessment

<table>
<thead>
<tr>
<th>Analysis and reasoning (application of linguistic knowledge and logical argumentation)</th>
<th>&gt; 85% adequate</th>
<th>75% adequate</th>
<th>65% adequate</th>
<th>50% adequate</th>
<th>&lt;50% adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form (Layout, language)</td>
<td>neat layout, numbered sections, no typographical or spelling errors, references</td>
<td>minor formal issues 1-2 typographical errors, minor reference problems</td>
<td>formal issues in several respects</td>
<td>a significant number of minor or 1-2 major formal problems</td>
<td>problems with literacy standard; several major formal problems</td>
</tr>
<tr>
<td>Factual correctness</td>
<td>&gt; 85% correct</td>
<td>75% correct</td>
<td>65% correct</td>
<td>50% correct</td>
<td>&lt;50% correct</td>
</tr>
</tbody>
</table>

General feedback: