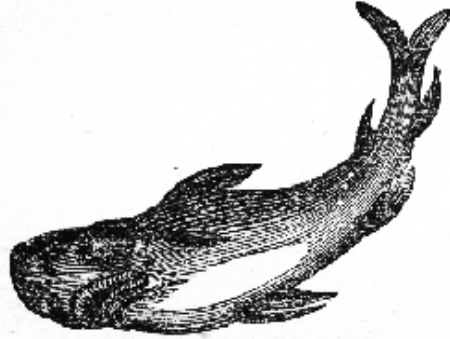


History of the English Language (ENGL 5150)

English 5150
History of the English Language
CRN 21933
Spring 2008
T, 6:00-9:00
L 162

SHARK. A voracious fish, that inhabits
the sea only, and grows to an enormous
size



Instructor: Perrello
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Office hours: MW 11:45-12:45;
TTH 11:15-12:15
and by appointment

Purpose of Course: English 5150 offers a historical study of the English language including consideration of Old, Middle, Modern, and American English. We will address the nature and mechanisms of language change over time as well as social, political, and other historical conditions related to such changes. We will also attend to phonology, morphology, syntax, lexicon, and semantics as well as to the literature and culture of the different historical periods. Class activities will involve lecture, discussion, group work, and presentations. You are on a strict weekly schedule of reading assignments from the Barber book. You may read the Bryson book at your own pace. Each week after the first you will have a homework assignment due, and at least a portion of the evening's activities will involve sharing, reviewing, analyzing, or otherwise using the homework to jump-start class activities. Please bring two copies of your homework with you to class—an original for me to collect, and a “guest copy” you could use during class workshop activities.

Learning Objectives:

Students who successfully complete this course will demonstrate...

- knowledge of the principles of etymology and semantic change as well as the ability to use a historical dictionary;
- knowledge of general features of Old and Middle English;
- an understanding of the social contexts and mechanisms of language change;
- awareness of several problems in the origin and nature of language;
- the ability to transcribe modern English speech phonetically

Course Requirements: Students must successfully complete a number of written homework assignments involving translation, analysis, close reading, research, and the use of resources such as the *Oxford English Dictionary*; must pass a comprehensive final exam; must attend class regularly and participate in the activities of the classroom community.

Major Texts: Barber, Charles. *The English Language: A Historical Introduction*; Bryson, Bill. *The Mother Tongue: English & How It Got That Way*.

Resource Materials: Resource materials available online or in the University library include a copy of the *Oxford English Dictionary*, the *Old English Dictionary*, the *Middle English Dictionary*, and a map of California. The following items are on reserve at the library circulation desk: *Johnson's Dictionary, A Modern Selection; English-Old English, Old-English-English Dictionary; A Middle-English Dictionary, An Anglo-Saxon Dictionary, An Anglo-Saxon Dictionary Supplement*.

Grading:

The grading option for this class will be option 3: letter grade only. We will use the optional plus/minus system for grades. Letter grades correspond to numerical values in accordance with the chart below. Note that you must complete all assigned work to receive a passing grade. Incompletes will only be given in the most dire of circumstances and require documentation.

A	A-	B+	B	B-	F
100-92	91-90	89-88	87-82	81-80	< 80

Your final grade in this class will be weighted as follows:

10 assignments: 75%
Final Exam: 15%
Class Participation: 10%

The ten homework assignments in this class (see below) will be weighted equally, totaling 75% of your final grade in the class.

The final exam will be comprehensive in scope, testing your knowledge of all of the material presented over the course of the semester. To earn a passing score, you must demonstrate that you've met the learning objectives set forth above.

An average class participation grade indicates that you are present, prompt, and prepared for class. A superior grade in this area indicates that you offer constructive, thoughtful feedback and respect others and their opinions. A superior grade in this area also stems from having all homework assignments done on time, week-in and week-out. Serious participation in group and class projects, effort, and classroom demeanor also play a part in your participation grade. Note that an above average grade in this area is not automatic; you must earn a good participation grade through honest effort and serious input. If you are shy or otherwise unwilling or unable to offer feedback in class, explain your difficulties to me and offer feedback during my office hours.

Rules and Regulations

Attendance and Tardiness: You should attend every class meeting. I will take attendance during the first five minutes of class each day. Anyone not present during roll will be marked absent. If you are late and miss roll, it is up to you to see that I correct the roll that same evening; failure to do so means the absence is permanent. If tardiness becomes excessive, I reserve the right to treat a tardy as an absence. Each student is allowed one absence without penalty. If you miss more than one class I'll take sanctions, which may include a reduction of your final grade in the class. Further, you are responsible for keeping up with the syllabus during any absence. I value your presence in class, so please come.

Late Work: For the purposes of this class, late means late. All work is due at the beginning of class on the due date. Missing class or coming late on the day an assignment is due in no way excuses you from submitting work on time. I will not accept late work without having given prior permission. Please make every attempt to contact me if something goes wrong, and the sooner the better—preferably, I'd like to know about any problems a day in advance. Class meetings will often be driven by your homework assignments, so I want you to show-up to class prepared and ready to go.

Academic Honesty: You are responsible for knowing what plagiarism is and avoiding it. This, and any other form of cheating, such as downloading or buying papers off of the internet, having someone else write a paper for you, having Gertrude, who happens to be your mother-in-law and a graduate student at UC Davis, “edit” your essay for you, etc., can't be tolerated in college. Copying from another person's test paper or other forms of cheating on in-class written assignments is just as egregious. Your integrity, as well as that of the entire academic community, is at stake. Please make sure all work is original, individual, and done specifically for this class. The English Department's policy on plagiarism is as follows:

Academic honesty is an important principle to ensure that all authors, including students, are acknowledged for their original expressions of ideas.

Instructors have a responsibility to demonstrate to students in their courses the difference in acceptable and unacceptable use of others' work. Students have a responsibility to ask their instructor for guidance whenever they are uncertain about fair use of someone else's work.

Students, in submitting work, certify that the work is their own original work except that all information garnered from others whether quoted, summarized, or paraphrased has been appropriately cited. Dishonesty by failing to acknowledge the work of others constitutes *plagiarism* and is a serious offense. Normally, the penalty for plagiarism is failure in the course. More serious penalties may also be invoked.*

In cases of plagiarism instructors should also submit the *Student Discipline: Academic Dishonesty Incident Report Form* to the Coordinator of Student Discipline for tracking or for disciplinary investigation. <http://www.csustan.edu/english/dept/AcademicDishonestyIncident.pdf>

Click on the URL below to read the text of the above policy:

<http://www.csustan.edu/english/dept/plagiarism.html> in their syllabi.

*Title 5, California Code of Regulations, Section 41301 notes that students may be “expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus related: 1. Cheating or plagiarism in connection with an academic program at a campus. . . .” (see Appendix F of the current CSU, Stanislaus catalog).

Failure of the course will be the penalty for first time offenders. You may be subject to expulsion from the university for repeated offenses.

Students with special needs: Students who require extra help, space, or time to complete assignments should speak to me as soon as possible.

Schedule of Reading and Assignments (subject to change as the semester’s obligations develop—note that the instructor reserves the sole right to modify any of the terms or conditions of this syllabus):

2-19: The Nature of Language; Phonology, Phonetic Transcription, IPA [Barber ch. 1]

2-26: Language Change, Etymology, Semantics; The Indo-European Languages; **Assignment #1** due: phonetic transcription [Barber 2 & 3]

3-4: Language Families; **Assignment #2** due: etymologies [Barber 4]

3-11: Grimm’s Law; Verner’s Law; Introduction to Anglo-Saxon England; Old English; Old English Pronunciation and Grammar; **Assignment #3** due: semantic change; [Barber 5]

3-18: Old English Prose (*Ælfric’s Colloquy*; *The Anglo-Saxon Chronicle*); Old English Poetry (“*Cædmon’s Hymn*,” from *Beowulf*, *Dream of The Rood*); **Assignment #4** due: Old English Translation

3-25: Spring Break

4-1: Old English Poetry (*The Battle of Maldon*); Old English Manuscripts and Runes; Introduction to Norman England; Pronunciation of Middle English; Middle English Grammar; [Barber 6]

4-8: Middle English Dialects; *Lay of Havelock*, *Sir Orfeo*, or *Dame Sirith*; **Assignment #5** due: Middle English Translation; English in the Fourteenth Century; Chaucer, *The Reeve’s Tale* [Barber 7]

4-15: Early Modern English; Caxton and the Printing Press; The Great Vowel Shift; Literature in the Fifteenth and Sixteenth Centuries; Rhetoric [Barber 8]

4-22: Standardizing English; Johnson’s Dictionary; OED; **Assignment #6** due: Philology; Modern English to 1800

4-29: English after 1800; **Assignment #7** due: Language and Literature; Pidgin English [Barber 9]

5-6: English in America; **Assignment #8** due: toponymy; American Dialects

5-13: More American Dialects; **Assignment #9** due: dialect regions; The Politics of the English Language [Barber 10]

5-20: The Future of English; **Assignment #10** due: origins of language; Review for Final Exam [Barber 11]