

ENGL 507.001 (11038): HISTORY AND DEVELOPMENT OF ENGLISH—

Fall 2013 Syllabus and Course Policies

TR 6:30-7:45, Owens 207

Dr. Jo Koster

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<http://faculty.winthrop.edu/kosterj/engl507.htm>

Office hours: MW 4-5 PM; T 12:30-1:30; frequently online; and gladly by appointment

Prerequisites	*NOTE: A prerequisite for this course is that students have successfully completed one semester of a foreign language.
Texts and Materials	<ul style="list-style-type: none">*John Algeo, <i>Origins and Development of the English Language</i>, 6th edition (Wadsworth, 2009; ISBN 1428231455). This has been ordered at the Bookworm or you can order it online. You need it to complete assignments beginning on the first day of class.*Your book club selection (see the assignment for specifics—don't buy before the class starts)*The <i>Oxford English Dictionary</i> (online through the Dacus Library Databases)*The <i>Middle English Dictionary</i> (online: http://quod.lib.umich.edu/m/med/)*The <i>American Heritage Dictionary</i> (online: http://education.yahoo.com/reference/dictionary/).*Other online resources, as assigned*The current <i>MLA Handbook for Writers of Research Papers</i> or access to a comprehensive website that has the 2009 MLA style requirements
Syllabus Changes	The official version of our syllabus will be the one online at http://faculty.winthrop.edu/kosterj/engl507.htm . Please consult it for all course policies and for changes (which will be highlighted).
Course Calendar	The version posted on the class website will be the official calendar. Please check it frequently for updates. http://faculty.winthrop.edu/kosterj/engl507.htm
Grading Standards	Grading breakdown is A 94-100; A- 91-93; B+ 88-90; B 84-87; B- 81-83; C+ 78-80; C 74-77; C- 71-73; D+ 68-70; D 64-67; D- 61-63; F 0-60. Undergraduates are graded on the plus/minus system. All graded assignments MUST be turned in to pass the class; no exceptions!

Final Examination Schedule	Our final examination will be Friday December 6 at 6:30 PM . Winthrop University policy states that travel or work schedules are not valid reasons for missing or rescheduling a final examination. Plan now.														
Course Requirements	<table border="0"> <tr> <td>Homework (including Language History assignment and article analyses)</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Midterms (all 3 combined—individual percentages to be fiddled)</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Contribution to Book Club Presentation</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Individual Response to Book Club Presentation</td> <td style="text-align: right;">05%</td> </tr> <tr> <td>Research Paper with Abstract, ready for conference submission</td> <td style="text-align: right;">20%</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Homework (including Language History assignment and article analyses)	25%	Midterms (all 3 combined—individual percentages to be fiddled)	15%	Final Exam	20%	Contribution to Book Club Presentation	15%	Individual Response to Book Club Presentation	05%	Research Paper with Abstract, ready for conference submission	20%	Total	100%
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Learning Outcomes	<p>By the end of this semester, you should be able to</p> <ol style="list-style-type: none"> 1. summarize the external history of English as an evolving language 2. demonstrate knowledge of the phonological, morphological, and syntactic characteristics of Old English, Middle English, and Modern English 3. familiarize yourself with the major patterns and causes of linguistic change 4. use appropriate scholarly resources to research and discuss various language topics (such as language acquisition, dialect, and semantic change) 5. review language acquisition and development 6. examine the historical, cultural, and political aspects of language use from an informed linguistic perspective 														
Global Learning Initiative (GLI)	This course participates in the Global Learning Initiative. The global learning components of this course are the following: students will study the influence of various European and world cultures on the development of the English language; students will study how use of the English language changes in different English-speaking communities; students will study how pidgins, creoles, and dialects of English have been shaped by geographic, ethnic, and socio-economic diversity.														
Late Assignments	You may turn in one response paper OR your individual book club response paper one working day late if you notify me of your intent to do so at least 24 hours in advance. No other late work (especially the research paper) will be accepted because of the tight course schedule. Plan wisely and allow for emergencies.														
Attendance	Attendance is expected. University policy is that students who miss more than 25% of classes (4 classes on a one-night per week class) must receive a grade of F. If you miss more than two classes, expect your final grade to be lowered at least three points for every absence.														
Intellectual Honesty Policy & Student	If you weren't aware there was a Student Conduct Code , well, now you know, and you're all bound by it as Winthrop students. It states, "Responsibility for good conduct rests with students as adult individuals." The policy on student academic														

<p>Conduct Code</p>	<p>misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).</p> <p>Two kinds of intellectual honesty issues happen most frequently: plagiarism and cheating. Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end of the source's use and a listing in "Works Cited")—whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not. In this class, plagiarized material will receive, at minimum, a grade of '0' on the work submitted, and may lead to failure of the class or even more serious consequences, because plagiarism is also a violation of section V, "Academic Misconduct," under the Winthrop Student Conduct Code (http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm). The English Department has prepared <i>The Correct Use of Borrowed Information</i> to explain plagiarism (see www.winthrop.edu/english/plagiarism.htm.) Ignorance or failure to consult this material is no excuse. Neither is the argument that material in cyberspace “belongs to us all” and can be freely appropriated without appropriate citation.</p> <p>Cheating occurs when you submit work for a grade that you did not complete yourself. It can involve anything from copying a classmate's assignment (or the assignment of a student who took the class previously) to dishonesty on a test to copying answers from the Internet or books when you were supposed to do the work yourself. If I catch you cheating, you will fail the course.</p> <p>Intellectual honesty is a subject on which I am "hard core," so please don't test my compassion (or my abilities to discover skullduggery). You will not enjoy the consequences. Moreover, since you are enrolled in a graduate-level course, please be aware that cheating will almost certainly end your graduate career and will certainly have an extremely negative effect on your ability to find employment. Really, it's not worth it. Just do the work.</p>
<p>Turnitin.com</p>	<p>All graded final versions of written work for this class (original content) must be submitted to www.turnitin.com if the assignment specifies it or it will not be graded. I will provide you with the Course ID and password by e-mail. Tutorials for using turnitin.com are available at http://www.winthrop.edu/dacus/About/studentTIinstructions.htm. Each assignment will specify when and how the materials need to be uploaded to turnitin.com. Student tutorials for using turnitin.com are available at http://www.winthrop.edu/dacus/About/studentTIinstructions.htm. If you need help with your Turnitin account, please contact the Reference Desk at Dacus Library.</p>
<p>Duplicate Submission of Work</p>	<p>You may not submit materials for a grade in this class that already have been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance. This is to conform to the Student Code of Conduct, §V, which states: "Academic misconduct</p>

	<p>includes but is not limited to ... presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved." (Student Code of Conduct §V: http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm) Work submitted to this class that has also been submitted to another class (at Winthrop or any other institution) will receive a grade of zero unless you have received that prior permission.</p>
<p>Students with Disabilities</p>	<p>If you have a disability and need accommodations, please contact Gena Smith, Coordinator, Office of Disability Services, at 323-3290 (or ext. 3290 from campus), as soon as possible. Once you have your professor notification letter, please notify me so that I am aware of your accommodations well before the first assignment affected by your situation is due. It is important to do this as soon as possible, even before the class starts if you can.</p>
<p>Safe Zones Policy</p>	<p>This classroom and its online extensions are places where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. I expect that ALL students consider the classroom a safe environment and will do all in their power to make our learning environment be a place of intellectual respect and safety.</p>
<p>Instructor Accessibility</p>	<p>You can expect me to be available as a resource from which to draw and to obtain feedback. I am very responsive to email questions as long as I know who the email is from and have all information necessary to provide a complete answer. Please be sure to “sign” your emails as oftentimes email names are confusing at best (e.g., brownb1@winthrop.edu could be Bob Brown or Beth Brown). Please make sure to speak slowly and comprehensibly if leaving a voicemail so that I can decipher the name, message, and return phone number as well. My office number is a landline; you cannot leave texts on it.</p> <p>What you cannot expect of me is to be available 24/7. While I do check my email and voicemail regularly, including weekends (if I am in town), I do not necessarily check them more than once a day or late in the evenings. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Please plan your time accordingly to maximize the probability that you will receive a response in time for it to be useful.</p>
<p>Additional Expectations</p>	<ol style="list-style-type: none"> 1. This is an intense course, especially with the challenge of mastering phonetic and linguistic transcription. Emphasis will be placed on a lot of discussion. Treat it like a foreign language course, not like a literature course! Therefore, you are expected to do the reading before class and to come to class prepared. Smiling silence will not earn you a high class participation grade in a course at this level. 2. As a 500-level class, you will be expected to dip into secondary criticism of the works we read as well as the primary texts themselves. The course resources webpage and Dacus Library offer you some good places to start, but you should

	<p>get into the habit of probing more deeply on your own as well, using appropriate scholarly resources. This is especially important for graduate students, but won't hurt undergraduates who have GREs lurking, either.</p> <ol style="list-style-type: none"> 3. You are expected to purchase the texts and bring them to class as assigned. If you do not choose to purchase them from the Bookworm, please check the ISBNs for the texts so that you can get the right editions wherever you choose to shop. 4. All written work must conform to 2009 MLA style. See Harris' <i>Prentice Hall Reference Guide to Grammar and Composition</i>, current ed., or the <i>MLA Handbook for Writers of Research Papers</i>, 7th ed., if you have any questions. 5. Cell phones and pagers must be turned off (not just silenced) during class. If yours goes off during class, you will be counted absent for the day; repeat violations will earn more severe penalties. Same goes for texting--don't do it in class unless you wish me to become wonderly wroth. If you wish to take notes on your laptops, the wifi switch must be in the off position—no Farmville during class....
<p>Class Goals (graduate)</p>	<p>Content Knowledge. This course will help the student demonstrate knowledge of:</p> <ul style="list-style-type: none"> *major periods in the history of English, American, and world literature in terms of cultural contexts, language, and subject matter *professional standards of grammar, mechanics, and usage accepted in the scholarly community *standard reference tools, methods, and forms of documentation used in scholarly research *the English language, including its structure, grammar, vocabulary, and historical development <p>Skills in Analysis, Writing, and Communication. The student will:</p> <ul style="list-style-type: none"> *present the findings of research and critical analysis *demonstrate the correct use of standard reference tools, the proper handling of primary and secondary sources, and proper documentation of all sources *write research papers and critical analyses on appropriate topics from language, literature, or pedagogy *demonstrate a publishable level of critical, creative, or pedagogical materials *sustain a high standard of written expression in lengthy critical or creative works (including but not limited to theses) *demonstrate synthesizing skills through a comprehensive final course examination

Tentative Calendar

Date	Read, annotate, and prepare questions on the assigned chapter BEFORE class so that you are prepared to participate!
T Aug 20	TR classes begin. Introduction, what is HOL, materials & methods. Discuss 'thinking like a linguist.'
R Aug 22	Chapter 1, "Language and the English Language: An Introduction." Discuss Book Clubs.
T Aug 27	Chapter 2, "The Sounds of Current English."
R Aug 29	Chapter 2, "The Sounds of Current English." Submit Book Club choices.
T Sept 3	Chapter 3, "Letters and Sounds: A Brief History of Writing." Possible field trip to Winthrop Archives.
R Sept 5	Chapter 3, "Letters and Sounds: A Brief History of Writing." Getting It in Writing.
T Sept 10	Chapter 4, "The Backgrounds of English." The Family Tree of English.
R Sept 12	Chapter 4, "The Backgrounds of English." Today we will concentrate on the Germanic sound changes: Grimm's and Verner's Laws and Ablaut.
T Sept 17	Test 1
R Sept 19	Chapter 5, "The Old English Period." Part I: History, Lexis, Inflection.
T Sept 24	Chapter 5, "The Old English Period." Part II: Sound Changes, Function Words, and Other Challenges.
R Sept 26	Chapter 5, "The Old English Period." Part III: Why English Verbs Are So Screwy.
T Oct 1	Chapter 6, "The Middle English Period." Part I: Politics and the English Language.
R Oct 3	No class. Dr K at a professional meeting. Part II: Blame It On The Normans (Vocabulary Change). There will be podcasts, etc.
T Oct 8	Chapter 6, "The Middle English Period." Part III: Phonemic, Morphemic, and Grammatical Change.
R Oct 10	Test 2
T Oct 15	Fall Break. No classes. Since we don't have class, I encourage you to watch "A Muse of Fire," episode 3 of <i>The Story of English</i>, which is available in 7 parts on YouTube, beginning here: http://www.youtube.com/watch?v=T2Zd9mXs6Uo and <i>The Adventure of English</i> episode 4, "This Earth, this Realm, this England" at http://video.google.com/videoplay?docid=-7303339925719040801. Great info!
R Oct 17	Chapter 7, "The Early Modern Period." Part I: People, Politics, Power, Phonology. We will talk about the Research Paper.
F Oct 18	Course Withdrawal Deadline (Automatic N)
T Oct 22	Chapter 7, "The Early Modern Period." The Great Vowel Shift (a/k/a The Last Major Sound Change).
R Oct 24	Chapter 8 "The Early Modern Period." Dictionaries, Grammar Books, and The People You Can Blame For Them.
T Oct 29	Chapter 8 "The Early Modern Period." Forms, Syntax, and Usage.
R Oct 31	Chapter 9, "Late Modern English." Modern American English and Its Politics. Read William Labov, et al., Summary Statement on African American Vernacular English. Paper Prospectus Due.

T	Nov 5	Chapter 9, "Late Modern English." American Dialects & American Attitudes.
R	Nov 7	Book Club Presentations
T	Nov 12	Book Club Presentations
R	Nov 14	Test 3 (covers chs. 7-9 and the book club presentations)
T	Nov 19	Skim Chapter 12, "Foreign Elements in the English Word Stock." English as a World Language. Carefully read Steven Pinker's "Language Acquisition. "
R	Nov 21	Chapter 11, "New Words From Old." Nomming as a Linguistic Practice.
T	Nov 26	Final Exam review; evaluations; carbohydrates. Bring milk.
F	Dec 6	ENGL 507 Final Exam, 6:30 PM

