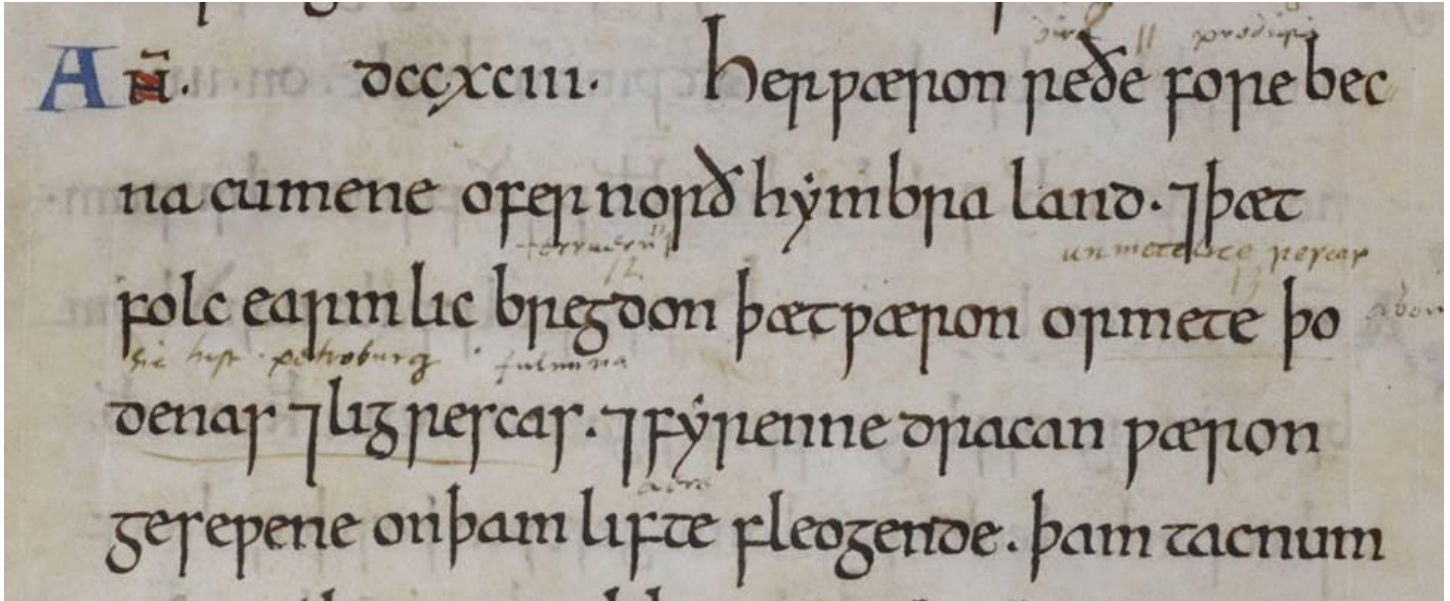


ENG-G 301
History of the English Language
Spring 2017
TR 10-11:15am in KO 103
paulcook@iuk.edu

Instructor: Paul Cook
Office: KO 238-D
Office Hours:
Tuesdays, 11:30am to 1:00pm, and anytime by appointment.



History of the English Language

This course examines the history of the English language from Old English to the present day, with a particular focus on its recent changes—many would say “mutations”—in the digital age. Course content will cover the macro-history of the English language and the Indo-European family of languages, various local cultural histories of English, dialectical variation (there will be some focus on sociolinguistics through individual/group projects), and some of the basic concepts of structural linguistics (phonemes, morphemes, grammar, and syntax).

Learning Outcomes and Objectives	Assessment
Develop an understanding of the history of the English language, from its origins to the digital age, and explore its spread over the globe in the 20th century.	Exams, individual and group projects, group activities, reading quizzes, individual writing/research project
Learn the basic concepts of structural linguistics.	Reading quizzes, group activities, Exams
Explore an area of linguistics scholarship in more detail.	Individual and group projects, individual writing/research project
Develop active reading and study skills that transfer to other college-level courses.	Class readings, reading quizzes, Exams, individual writing/research project.
Explore the sub-field of sociolinguistics and linguistic/dialectical variation.	Individual and group projects, reading quizzes, class readings.
Develop an understanding of how language and linguistic variation (i.e., differences in how we speak) can be mapped	Individual and group projects, reading quizzes, class readings.

onto power-relations among people and groups of people throughout history and today.	
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Required Text(s)

Baugh, Albert C. and Thomas Cable. [*A History of the English Language*](#). 1951. 6th ed. London: Routledge, 2013. Print.

I will frequently post required readings in Canvas in the Files tab in .pdf or .docx format. You are expected to download and print these readings, read them actively and carefully, and then bring them with you to class on the appropriate day.

Assignments and Grading

Reading Quizzes (10%): We will frequently have brief, 5-item quizzes during class to test your handling of the material and to determine whether or not you are staying on top of the readings. ***These cannot be made up for any reason.*** Be sure to be in class regularly and stay on top of our readings. For more info, see “Readings and How to Read Actively” below.

Individual Writing & Research Project (20%): Each of you will research and write a short(ish) research “exploration” of roughly 6 to 8 pages (5 to 7 academic/scholarly sources + 2 to 4 popular press sources) that “maps out” an area of the history of English that you find fascinating. The idea here is less to make an argument or stake out some original research claim—primarily, your job is to learn as much as there is to know (within limits) about linguistic phenomenon/concept/figure “X” and then relay that information to your academic audience of colleagues (i.e., myself and your classmates) in a way that is entertaining and informative. As a writing teacher, I encourage creativity and originality, and I look forward to working with each of you on these projects. (*Extra credit may be considered for students who submit an abstract to the IU Kokomo Undergraduate Research Symposium in the Spring. [Click here for more information.](#))

Class Participation (10%): See “Attendance and Participation” below for complete details.

Teaching Project (20%): Working with a partner, each of you will research and explore in further detail some concept from the history of English and/or the field of linguistics. You and your partner be responsible for “running” your portion (25 to 30 minutes) of a class period on a given day, and how you decide to use your time is completely up to you and your partner, both in terms of content and format.

For example, you may decide to use your time to teach us about one of the concepts in our textbook in more detail or give us a more in-depth look at one of the periods in the history of English we’re studying. How you design your presentation is largely up to you and your partner, but each pair will provide us with a detailed, one-page (front and back is okay) handout, complete with source information and “Further Reading” resources in MLA format. We will talk much more in class about options and strategies for developing your presentations.

Midterm Exam (15%): In early March, just before Spring Break, you will take a midterm exam that will cover all of the concepts, terms, principles, and readings we've covered up to that point. We will spend considerable time in class preparing and practicing for the midterm exam, which will consist of a selection of short answer questions/identifications and essay questions.

Final Exam (25%): You will take a comprehensive final exam that will cover all of the concepts, terms, principles, and readings over the course of the entire semester (16 weeks of material). Like the midterm exam, the final exam will consist of short answer questions/identifications and essay questions, and we will spend considerable time preparing for this exam in and out of class.

=100%

Grades

A standard ten-point scale (A+=97-100; A=94-96; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=everything else) will be used.

Readings and How to Read Actively

This is a course in linguistics, which is a science. Therefore, the weekly reading assignments in this course will be challenging, quite long, and likely different from texts you've read before. These readings will require you to practice patient, careful, *attentive* reading. You may not yet be accustomed to doing this kind of "active reading," but we will learn how to do it together.

Here are some of the basic principles of active reading:

When you come across a word you don't understand, look it up in an online dictionary (the ***Oxford English Dictionary*** is best and free for IU students through [the IU Kokomo library homepage](#)) when you find a concept or reference with which you're unfamiliar, look it up on **Wikipedia** and read the entry until the passage you're wrestling with starts to make sense. Mark any and all passages in your books that you would like to discuss in class, that you think are particularly noteworthy, or that don't make sense to you. We will discuss these passages together in class. In short, you will need to read closely, carefully, and *slowly*.

You should expect to *read*—in the manner I've just briefly described—between *25 and 50 pages* each week. And a few times the reading load will be heavier. Please get into a weekly if not daily reading habit that works for you and stick to it. This will be key to your success and learning in this course. If ever you have any questions or concerns about our readings, please don't hesitate to let me know.

Attendance and Participation

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. In short, it's important that you come to class each time we meet, complete all assigned readings each week, take time to reflect on what you've read (and then go back and

re-read), take careful notes on the readings (in your notebook and textbook), ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, ICWs, instructions, videos, interactions, etc. that simply can't be "made up." (It's sort of like missing a party or celebratory dinner and then asking everyone to reconstruct the experience for you in words or e-mails. Like other social phenomena, classroom learning just doesn't work that way.)

Furthermore, when you miss class, your classmates and I miss your input and ideas. **If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day.** I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes. If ever you do miss class, you should use the "Questions about the Course" Discussion in the "Discussions" tab in Canvas to find out what you missed. See "**Getting in touch with me...and each other**" below for more information.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 4 class meetings**); you will fail the course if you miss more than 25% of our classes (**7 class periods**). If a *bone fide* emergency forces you to miss several class periods, or if you have a nonrefundable vacation package or something, you need to speak with me as soon as possible.

***At midterm, each of you will receive a class participation grade (5% of the final grade) and some feedback from me on your participation and (if appropriate) how you can improve your grade by the end of the semester. At the end of the semester, you will receive another class participation grade (5%).

Late Assignments and Tardiness

Late work will not be accepted under most circumstances. If a *bona fide* emergency forces you to miss class, please let me know as soon as is reasonable so that we can discuss your options.

Excessive lateness to class will not be tolerated under any circumstances. If you are unable to make it to class before or at 10am each Tuesday and Thursday morning, then you should consider taking another course. Each time you come to class late, I will mark you as such in the Attendance tab in Canvas.

Showing up late to two classes = one absence. Keep track of your absences and tardiness in the Attendance tab so that you don't get into trouble. Excessive lateness will also negatively impact your class participation grades (see "Attendance and Participation" above).

Getting in touch with me...and each other

You will have several avenues of communication for this course:

- If you have **general questions about the course** (assignments, due dates, course policies, etc.), please post your questions on the "Questions about the Course" Discussion in the "Discussions" tab. I will check this Discussion regularly (usually twice a day from Monday through Friday and at least once on the weekend) and answer any questions you may have. If you have a question that concerns the entire class, please use this space.

- “The Coffee House Lounge” site in the Discussions tab will be an **informal space for you to meet your fellow students** and get to know one another over the course of the semester. This is a **social gathering place**. I will not monitor this site on a regular basis unless students express concern to me about the content being posted.
- If you have questions of an **individual or personal nature** that you do not wish to share with the rest of the class, you can contact me by sending a message through the message center in Canvas (in the “Messages” tab). ***This is the best way to get in touch with me.*** You are also always welcome to visit me in my office (during and outside of office hours) or even call me in my office during office hours (765/455.9229).
- I want to discuss the class and your work with you, and using my office hours is an excellent way for us to address any concerns you might have about the class, your progress or performance, and/or any of your questions about the course material and your projects and interests.

Phones and other distractions

Here’s the straight dope on mobile devices, folks: ***be courteous and sensible*** with your smart phones, laptops, tablets, and other mobile devices. You might think you have to be imminently available to everyone in your social network, family, neighborhood, whatever, or that you constantly have to be checking your e-mail, texts, Facebook, Twitter, Instagram, Pinterest, or whatnot, but you really don’t.

There are important, practical advantages to be gained by “unplugging,” by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug from the matrix are increasingly rare; let’s pledge to use our time together this semester for discussion, reflection, and exploration, not SnapChat, Candy Crush Saga, and idle Facebook stalking.

Technical Requirements

This course requires that you have access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with Canvas. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, or 2016), printing capabilities, and access to Canvas. [Click here for free downloads and discount prices on hardware and software exclusively for IU students.](#)

Students should contact the [IU Kokomo Helpdesk](#) with any and all technical questions. The Helpdesk offers superb technical support to faculty, staff, and students for all IT-related requests. The Helpdesk provides assistance to users, as well as maintains a tracking system that places each user’s request into a queue. You can send an e-mail request to the Helpdesk at kohelp@iuk.edu or call 765/455.9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from

8:00am to 5:00pm. If you're having any technical difficulties, please contact both me and the Helpdesk right away so we can get your problem solved.

Student Disability Assistance

Students requiring accommodations for disabilities or special needs should contact [the IU Kokomo Office of Disability Services](#). If you have a documented disability on file with the Office of Disability Services, it is important that you let me know as soon as possible so that we can discuss arrangements for your success in this course.

Academic Honesty and Plagiarism

"A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge."

Source: Indiana University Code of Student Ethics. (Note that "intent" is not a factor here.)

"Double dipping," or submitting a writing project for two or more courses (whether they're IUK courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances*.

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky sometimes, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

Writing Center

Don't forget to utilize the Writing Center that your tuition dollars support! The IU Kokomo Writing Center is an excellent resource for any writing assignment from any class. The Writing Center is open Monday to Thursday, 9am - 7pm; Friday, 10am to 3pm; and Saturday, 12:30 to 3:30pm. [For more information on the Writing Center, click here.](#)

Remember, many of IU Kokomo's very best students understand that seeking out a response to their writing is a necessary part of the learning/writing process. Stop by or call for a 30-minute appointment: 765/455.9425, Option #1.

You can now instant message the tutors your quick questions (grammar, citing, etc.) using campus contacts. Here are just a few of the services offered by the Writing Center:

- Ask a more detailed question online by using Ask a Tutor e-mail option;

- See a list of [Grammar Girl podcasts](#) on hundreds of usage and other English language concerns;
- Discover which helpful documents and other sources are available at the Center;
- Find out when your favorite tutor is scheduled to work.

Sexual Misconduct

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC 234, Kelley Student Center, 765-455-9553. [More information about available resources can be found here.](#)

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all parties involved will only share information with those that need to know to ensure the University can respond and assist.

Course Schedule

Schedule, readings, and assignment due dates are subject to change at instructor's discretion with advance notice via Canvas. Readings are "due" on the dates next to which they are listed. To access the IU Kokomo Spring 2017 academic calendar—plus the Final Exam schedule—[click here.](#)

Texts
HEL = <i>A History of the English Language</i>
H = handout (.pdf in Canvas or in class)
TBA = to be announced in class/Canvas announcement

WEEK 1

January

T 10: Course introduction (expectations and ice-breakers); introductions: getting to know each other.
 What are we going to learn this semester?
 R 12: Quiz #1: Syllabus quiz in class. *The Story of English* (1986), Episodes 1 and 2

WEEK 2

T 17: Discuss *The Story of English*; what is “dialectal variation”?
R 19: HEL, pp. 1-13 (“English Present and Future”) (Quiz #2 in class)

WEEK 3

T 24: HEL, pp. 14-19 (“The Indo-European Family of Languages”) and H, “Tense Present” by David Foster Wallace (*Harper’s*, April 2001)
R 26: Writing & Research Projects assigned and discussed in class (Quiz #3 in class)

February

WEEK 4 (_____)

T 31: excerpts from HEL, pp. 19-38 (“The Indo-European Family of Languages”)
R 02: HEL, pp. 39-55 (“Old English”)

WEEK 5 (_____)

T 07: In-class brainstorming workshop on Writing & Research Projects (5%)
R 09: HEL, pp. 55-69 (“Old English”)

WEEK 6 (_____)

T 14: HEL, pp. 70-85 (“Foreign Influences on Old English”)
R 16: HEL, pp. 85-103 (“Foreign Influences on Old English”)

WEEK 7 (_____)

T 21: Library Day (work on Writing & Research Proposals)
R 23: **Writing & Research Projects Proposals Due (5%)**

March

WEEK 8 (_____)

T 28: HEL, pp. 104-21 (“The Norman Conquest and the Subjection of English, 1066-1200 CE”)
R 02: Writing & Research Projects Proposals returned in class: individual meetings during class time and after class

WEEK 9: Midterm Exam

T 07: Midterm Exam Review
R 09: **Midterm Exam**

WEEK 10: Spring Break

T 14: **No class**

R 16: **No class**

WEEK 11 (_____)

T 21: HEL, pp. 122-51 (“The Reestablishment of English, 1200-1500 CE”), Midterm Exams returned and discussed in class

R 23: **Writing & Research Projects Due (Draft 1)**

WEEK 12 (*Only use this week if necessary _____)

T 28: HEL, pp. 152-72 (“Middle English”)

R 30: HEL, pp. 172-94 (“Middle English”)

April

WEEK 13

T 04: excerpts from HEL, pp. 195-246 (“The Renaissance, 1500-1650 CE”)

R 06: excerpts from HEL, pp. 195-246 (“The Renaissance, 1500-1650 CE”)

WEEK 14

T 11: excerpts from HEL, pp. 247-88 (“The Appeal to Authority, 1650-1800 CE”)

R 13: excerpts from HEL, pp. 247-88 (“The Appeal to Authority, 1650-1800 CE”)

WEEK 15

T 18: HEL, pp. 341-96 (“The English Language in America”)

R 20: **Writing & Research Projects Due (Draft 2: Final Draft)**

WEEK 16

T 25: HEL, pp. 397-407 (“The Twenty-first Century”), in-class review for the Final Exam. Short Writing Projects returned in class.

R 27: Last day of class; course evaluations, wrap-up and review; etc.

****Final Exam (25%): Tuesday, 5/02 from 10am to 12pm in KO 103 (our usual classroom)**