**SYLLABUS**

**ENGL 344–1**

**History of the English Language**

**Fall 2018**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor:** James A. Berry, Ph.D. **Email:** jberry@uwsp.edu

**Office:** CCC 441 **Office phone:** 715-346-2385

**Office hours:** Mon/Tue/Thu 3:00–4:00 p.m.

and by appointment

**Class meets:** Tue/Thu **Classroom:** CCC 238

12:30–1:45 p.m.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course description**

The UWSP Catalog gives the following description of this course:

*Development of English sounds, spelling, inflection, syntax, vocabulary, and dialects from Old English to the present.*

As the description states, in this class we will examine the development of the English language, as we and others speak it today, from its origins as the spoken tongue of a group of Germanic tribes through centuries of change to the present. We will also expand our inquiry to reconstructed early languages, exploring some important changes that happened before English came into being, and predicting the sorts of change that might occur to English(es) in the future.

In order to do this, we will need to focus on both *internal* and *external* change, coming to an understanding of **what** changes have occurred (and what changes haven’t), **when** they occurred, **how** they occurred, and even (where possible) **why** they occurred. We will examine and compare texts from the Old, Middle, and Modern English eras, looking for evidence of change. And ultimately, we’ll consider the changes that have occurred in English to be typical of language change in general, reflecting human universals of behavior.

**COURSE LEARNING OUTCOMES**

Upon completing this course, students will be able to

* understand the concepts used to explain structural linguistic change (to the sound system, morphology, syntax, lexicon, orthography) as applied to English;
* recognize the ways in which historical events and social change can affect language;
* recognize the ways in which language can change internally;
* become more familiar with historical English texts;
* distinguish among the major eras of the English language: Old English, Middle English, Early Modern English, and Present Day English.

**REQUIRED TEXTS AND MATERIALS**

***Rental***

Gelderen, Elly van. A History of the English Language (revised edition). Amsterdam/Philadelphia: John Benjamins, 2014.

***Online resources (other text resources may be held in reserve)***

*Oxford English Dictionary*, available online via the UWSP Library site.

**ASSIGNMENTS AND ASSESSMENT**

Over the course of the semester, there will be three exams (one of which will be given during finals week), and five homework assignments. Attendance and participation will also play a role in your grade (see below).

***Exams***

The three exams for this class will be given in class and will be equally weighted. The third exam will be given during finals week.

***Homework assignments***

Homework assignments will provide you with an opportunity to try out some of the topics we have discussed in class. Generally, you will examine and analyze historical English texts.

***Reading assignments***

You will be assigned readings that are to be completed before class. If I am concerned that students are not reading, I reserve the right to give reading quizzes, which will be graded.

***Attendance and participation***

Because much of your learning will take place in class, you must attend on a regular basis. I will take attendance every day. *Attendance* means being present, on time, and prepared for the entire class period. A student who is chronically late to class, leaves early, or is not prepared to participate in the day’s classwork will not receive attendance and participation credit.

***Grading***

Exams (3 @ 15% each) 45%

Homework assignments (5 @ 10% each) 50%

Attendance/participation 5%

TOTAL 100%

***Grading scale***

93-100% = A 87-89% = B+ 77-79% = C+ 67-69% = D+ 0-59% = F

90-92% = A− 83-86% = B 73-76% = C 60-66% = D

80-82% = B− 70-72% = C−

**university policies**

***UWSP Community Bill of Rights and Responsibilities***

The University of Wisconsin–Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. This document can be found at <http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

***Plagiarism and academic dishonesty***

Academic integrity is central to the mission of higher education and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. ***Don’t do it!*** The minimum penalty for a violation of academic integrity is a failing grade (zero) for the assignment.

Do not plagiarize or falsify your work for this class. In addition, do not reuse previously written work (including your own) for this class. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the Rights and Responsibilities document, found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with disabilities act (ADA)**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**EMERGENCY MANAGEMENT**

For details on all emergency responses at the University of Wisconsin–Stevens Point, see the UWSP Emergency Management Plan at [http://www.uwsp.edu/rmgt/Pages/em/default.aspx](https://email.uwsp.edu/owa/redir.aspx?C=GX1lGcFYhkOSArus6JRql6OQYVSrmdEIh67-MUQ24B2cn-30AayTmwdAplBEblCPBxVKj6XLvH4.&URL=http%3a%2f%2fwww.uwsp.edu%2frmgt%2fPages%2fem%2fdefault.aspx)

**ENGLISH DEPARTMENT POLICY ON RECORDINGS**

Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

**Classroom protocol**

At all times you should be respectful toward others; inappropriate and disruptive behavior will not be tolerated. Our classroom will be a place where all involved feel safe when exchanging ideas. Diverse opinions and concepts are a fact of college life and adult life beyond college. As a class we will work together to understand and appreciate different viewpoints.

In this class there will be only limited use of cellular phones or other similar electronic devices; please do not spend class time sending or receiving text messages on a regular basis. Such behavior is disruptive to me (as I will most likely see you) and can obviously affect others and yourself. Unless you are otherwise instructed, or unless you have a documented reason for doing so, please refrain from using laptops in class.

*Failure to abide by any of these rules may result in being asked to leave the classroom.*

**PROBLEM SOLVING**

I encourage you to see me during office hours, to email me, or to make an appointment any time we are both available to discuss issues connected with this class and/or your performance.

Please discuss concerns with me at an early time—while we have options. I tend to be generous with students who consult with me while issues are concerns, rather than crises. Of course, if an emergency situation does arise, please let me know as soon as possible.

**SCHEDULE**

(subject to change)

**Date Readings/Assignments**

***Week 1***

9/4,6 Course introduction; some linguistic background

Chapter 1: The English Language

***Week 2***

9/11,13 Chapter 2: English Spelling, Sounds, Grammar

***Week 3***

9/18 **Homework 1** Chapter 2 cont.

9/20 ***NO CLASS TODAY***

***Week 4***

9/25,27 **Homework 2** Chapter 3: Before Old English

**Date Readings/Assignments**

***Week 5***

10/2,4 Chapter 3 cont.

***Week 6***

10/9,11 **Homework 3** Chapter 4: Old English

***Week 7***

10/16,18  Chapter 4 cont., review for Exam 1

***Week 8***

10/23,25 **Exam 1** Chapter 5: From Old to Middle English

***Week 9***

10/30, 11/1 Chapter 6: Middle English

***Week 10***

11/6,8 **Homework 4** Chapter 6 cont., review for Exam 2

***Week 11***

11/13,15 **Exam 2** Chapter 7: Early Modern English

***Week 12***

11/20 Chapter 7 cont.

11/22 ***THANKSGIVING HOLIDAY—NO CLASS***

***Week 13***

11/27,29 **Homework 5** Chapter 8: Modern English

***Week 14***

12/4,6 Chapter 9: English Around the World

***Week 15***

12/11,13 Chapter 10: Conclusions, review for Exam 3

***Finals Week***

Wed 12/19 **10:15–12:15**

**Exam 3**