

ENGL 4300-01 (History of the English Language)

TR 5:30 - 6:50 pm / Pafford 308

Fall Semester 2015

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Office Hours:
TR 9:00 am -12:30 noon; 3:30 - 5:30 pm
and by appointment

Course Description: This course will explore the historical development of the English language from its origins as a member of the Indo-European family of languages through its emergence as one of the most influential languages in the modern era. Along the way, we will examine the English language at different stages of development, including Old English, Middle English, Early Modern English, and contemporary varieties of English as a global language. We will learn about some of the major structural changes that have contributed to the development of English and investigate how the grammar of the English language and the pronunciation and meaning of English words have changed over time. We will also consider some of the major social, cultural, and intellectual influences that have contributed to the development of the English language at different historical moments. We will learn how scholars in the field of linguistics (the scientific study of language) approach the historical and structural analysis of language. Case studies and linguistic field work will allow us to apply the skills we learn to our own analysis of the English language. If you have ever been curious about the language you speak every day—if you have ever wondered where different words or pronunciations come from, why the language of Shakespeare seems to be so dramatically different from the English language today; or why there are so many different dialects of English—this course will introduce you to the remarkable story of our language.

Learning Outcomes: 1) Students will learn the general principles of comparative linguistics; 2) Students will learn some of the most significant causes of change in the historical development of the English language; 3) Students will learn how to apply grammatical concepts, analysis, and theory to "real-world" situations such as teaching and text editing; 4) Students will be able to identify some of the most significant theories and methods that shape the contemporary study of grammar, including prescriptive and descriptive grammar, clause and phrase structure grammar, and transformational-generative grammar; 5) Students will develop the ability to understand and articulate the concept of dialect or variety in English; 6) Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well supported analysis of course-related material; and 7) Students will learn to use discipline-specific computer technologies related to the study of language.

Relationship of Course to Program Goals: 1) This course fulfills the language and writing requirement in the major; 2) This course fulfills the language requirement for secondary certification in English; 3) Students will develop the analytical and/or oral communication skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields; 4) Students will be able to define and pursue independent research agendas; 5) This course contributes to the program goal of equipping students with a foundation in the history and development of the English language and the issues surrounding language study in contemporary culture; 6) This course broadens students' desire and ability to understand, appreciate, and utilize the English language in its historical and linguistic contexts.

Required Texts: All course materials associated with this course can be found on CourseDen. There are no required textbooks that you will need to purchase from the bookstore. However, you will be required to print out material from CourseDen for our work in class.

Grading Scale: Students are assigned a letter grade for each assignment ranging from A+ to F based on the numerical scale below. This grade will be used when calculating the final average at the end of the semester.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	below 60 = F
94-96 = A	84-86 = B	74- 76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70- 73 = C-	60-63 = D-	

Course Evaluation:

10%	Homework Assignments	20%	Examination II
15%	Quizzes	20%	Examination III (Final)
15%	Examination I	20%	Linguistic Research Project & Presentation

Attendance Requirements: Linguistics is a challenging subject, and it requires different critical and analytical skills than those you have developed in literature and writing courses. Consequently, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and homework assignments should be completed in advance of each class. You should be prepared to participate actively in class discussions OR by simply *asking* questions. Remember: if you do not understand something presented in class, *ask*. If you are going to be absent from class, you should let me know, preferably in advance. If you find it unavoidable to miss class, be aware of the following guidelines: 1) Four (4) absences are allowed during the semester. Every absence thereafter will result in a 3 point grade reduction of your final grade in the course, regardless of the nature of the absence. If you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely to occur, so be prepared to use absences for these events only; 2) Tardies will be counted as part of the attendance requirements. Two late arrivals will equal one absence. Class roll will be taken at the beginning of every class. If you arrive late, it is your responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies. Reasons related to outside employment or work in other classes are not legitimate excuses for leaving class early or arriving late; 3) Sleeping at any time during the class period will be counted as an absence; 4) Disruptive behavior at any time during the class period will be counted as an absence; 5) Excessive absences beyond the four allowed or habitual tardiness without legitimate reasons that you communicate to me, may result in automatically failing this course.

Homework Assignments: Along with the reading assignments, you will be expected to complete homework assignments as part of your preparation for class. Homework assignments will help you become familiar with major linguistic concepts in this class and prepare for the examinations. Homework assignments will be posted on CourseDen. I expect you complete these assignments and bring them with you to class so that we can use them as our part of our classroom learning. Homework assignments that are turned in late will receive a grade reduction.

Quizzes: We will have unannounced quizzes throughout the semester, usually every week. These quizzes will be brief and will be given at the beginning of class. They will include course content that we have *already covered in class* (usually the prior class) and will consist of material taken from lectures or course readings and assignments. Quizzes will help you keep up to date on homework and reading assignments and allow you to practice learning assessment activities that will be similar to those on the major exams. If you arrive late to class you will miss the quiz and receive a zero grade. NOTE: I will drop your lowest quiz grade before calculating your final quiz average. Students who arrive late to class or who miss class will not be able to make up quizzes. I do not give make-up quizzes under any circumstances.

Examinations: There will be three (3) major examinations. Each exam will draw from the following: 1) information from the course reading assignments on CourseDen, including key terms, methods, and practice exercises; and 2) course lectures and supplemental information presented in class. Exams will consist of multiple choice questions; short answer questions (fill in the blank); linguistic application exercises related to historical phonology, morphology, and syntax; and short answer responses. Many of the exercises on the exams will be similar to the exercises from homework assignments. The date for each examination is listed on the course syllabus and cannot be scheduled at an alternate time unless you have a serious medical emergency or another legitimate reason for doing so, subject to my approval. In the event that such circumstances arise, you must let me know *in advance* to schedule an alternate time to take the examination. Otherwise, late exams will be marked down one letter grade for each day they are taken late. I will post a study guide on CourseDen prior to each exam.

Linguistic Research Project and Presentation: At its most basic level, this is a course about the dynamic power and diversity of the spoken and written word. Since much of our work in this course will concentrate on the history of the English language, its structure, and the role of language in shaping literature and culture, I will expect you to design a research project (with my guidance) on some aspect of the English language that interests you. Your

project can be related to your own professional goals, or it may simply focus on an aspect of English that interests you personally. The central component of your project will be an 8 page research report that will be supplemented by media (charts, transcriptions, audio recordings, etc.) as determined by the scope of your project. I will provide you with more detailed information about the research project as the course progresses. A brief class presentation of your project will be scheduled near the end of the semester, so it is imperative that you begin work on your project early enough to meet this deadline. Projects turned in late will receive a grade reduction. I will be glad to meet with you outside of class to discuss research topics. The research paper is a formal academic assignment and will be assessed on the basis of structure, content, grammar, paper format, and quality/documentation of sources.

Writing Format and MLA Documentation Style: All written assignments that you submit for a grade should follow Modern Language Association (MLA) format. They should be typed and use Times New Roman typeface and 12 point font. Guidelines for all major writing, grammar, and MLA format requirements can be found on CourseDen. I will use these guidelines when I assess your written work. I encourage you to be thoroughly familiar with them.

Extra Credit: I do not give extra credit for additional work beyond the assignments listed here.

Late Assignment Policy: Assignments that are turned in late will be subject to the following grade reductions:

Submitted late (after the deadline) on due date: 1/3 of letter grade deduction or 3 points.

Submitted one day (24 hours) after due date: 2/3 of letter grade deduction or 6 points.

Submitted by the next class period: 1 letter grade deduction or 10 points.

Submitted more than one week after due date: 2 letter two grade deduction or 20 points.

Submitted more than two weeks after due date: F (50 point deduction).

Not turned in at all: Zero

Please note that if you miss in-class assignments or presentations that are part of a specific class meeting, additional deductions may to the list above may apply.

Electronic Devices: Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Use of cell phones in class will result from your dismissal from class. Laptops can be used for class-related work only. Use for other purposes will result in your dismissal from class.

CourseDen & Learning Technology: This is a technology-supplemented course; therefore, you need to be familiar with CourseDen (<http://westga.view.usg.edu>) and have basic technology skills to participate in this course. Reading and homework assignments, lecture notes, and other supplemental information related to this course will be posted on CourseDen. General information about CourseDen is available online including student tutorials. Let me know if you need assistance with using this official UWG online platform.

UWG Email: The official email communication method for all UWG classes is through campus email (MyUWG). All UWG students are provided a MyUWG email account. The purpose of the student email account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the your responsibility to check your MyUWG email regularly. Please use your UWG email when communicating with me about this course. Do not use outside email accounts. You can also communicate with me directly through CourseDen, although I only see those emails when I am logged on to CourseDen.

Remind: In addition to UWG email, I use Remind (<https://www.remind.com/>) to communicate with participants in this course. Announcements may include such things as reminders about upcoming assignments, changes in the schedule, or—in rare instances—class cancellations. Information about Remind and how to use it can be found on CourseDen. You can receive announcements directly via text message or you can download the Remind app. Using Remind means you do not have to be signed on to CourseDen to see new course announcements or updates and your phone number remains private. To sign up for Remind, text @eng14300wg to this number: 81010. Once the course has ended, you will be removed from the notification system. Signing up is completely optional, but you will be responsible for any information or announcements you miss.

Americans with Disabilities Act: Students with documented disabilities may work with UWG Accessibility Services to receive essential accommodations specific to their disabilities. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.* If you have a registered disability through UWG, see me at the beginning of the semester so that I can work with you to determine what accommodations might be warranted. For more information, contact Accessibility Services in 123 Row Hall by calling 678-839-6428 or email counseling@westga.edu. You can also find information on their website: http://www.westga.edu/studentDev/index_8884.php.

Credit Hour Policy: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

University of West Georgia Honor Code: At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. Academic dishonesty of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. It is your responsibility to report instances of academic dishonesty if you see them occur. UWG Honor Code: <http://www.westga.edu/handbook/59.php>

Plagiarism and Excessive Collaboration Policies: UWG defines plagiarism as taking personal credit without correct and documented attribution for the words and ideas of others as they are presented in electronic, print, and verbal sources. UWG expects that students will accurately credit sources in all assignments. Plagiarism also includes taking someone else's writing and submitting it as your own. Even if you alter the wording completely or in part, taking ideas without documented attribution is considered plagiarism. Fabricating sources also constitutes plagiarism. Excessive collaboration occurs when someone else (a fellow student, a family member, or someone you hire) excessively writes or edits your writing to a degree that your independent abilities to produce college-level writing are not evident. Excessive collaboration is a form of academic dishonesty and will be treated the same as a plagiarism under the UWG Honor Code.

If a student violates the UWG Honor Code policy, the student may receive an F for the assignment or an F for the course at the instructor's discretion, depending on the circumstances and severity of the violation. For more information about plagiarism, visit http://www.westga.edu/writing/1326_1649.php

Department Policy on Disruptive Behavior: Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or texting, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the course attendance policy. Repeated disruptive behavior that interferes with teaching or affects the learning of others in the class may result in failing this course. If you have concerns about disruptive behavior or would like to talk about the classroom environment or your participation in the class, please set up a time to meet with me. UWG Policy: http://www.westga.edu/vpsa/index_4615.php

Conferences and Outside Assistance: I am always available to meet with you outside of class to discuss your progress in this class, upcoming and graded assignments, research topics, or reading assignments. If you are having trouble with the material in this course or have questions and/or concerns you would like to discuss, please set up a time to meet with me. My office hours are listed above, but I will be glad to meet with you at other times, if we arrange a mutually convenient time in advance. I am usually here throughout the week and can arrange to meet at days and times outside of my scheduled office hours.