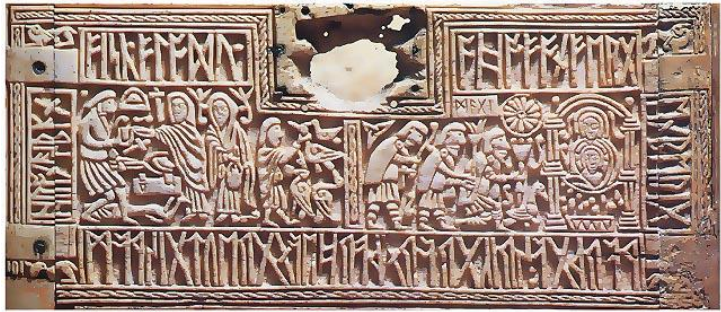


History of the English Language

Course	Linguistics 360W/English 360W
Instructor	Ms. Jenny Bledsoe
Time	MW 4:00–5:15 p.m.
Location	Callaway S–103
Office hours	Mondays 3:00–4:00 & Thursdays 12:30–1:30 (Callaway N–312)
Contact	jcbleds@emory.edu



The Franks Casket, an early 8th-century chest, features one of the earliest surviving examples of the English language (written in an Anglo-Saxon Runic alphabet).

Course description, objectives, and texts

Course description

This course surveys the linguistic and cultural development of the English language, from Indo-European origins to its status as a global language in the twenty-first century. We will explore the language and pronunciation of Old English, Middle English, Early Modern English, and contemporary dialects. Along with linguistic concepts like semantics, phonology, morphology, and syntax, we will also study the cultural and historical context for language change, including the influence of invasions and wars, literary and material culture, and social identities such as gender, race and ethnicity, social class, nationality, sexual orientation, religion, and age. To understand the effects of material culture on the development of the English language, we will complete several hands-on activities, including writing with goose feather quills on vellum, an exercise in making a quarto manuscript, and practice with a printing press.

Learning objectives

By the end of this course, students will be able to ...

- ❖ Describe the development of the English language from its origins to today
- ❖ Explain the impact of historical events and cultural changes on the development of English
- ❖ Describe the major sound shifts in the history of English, including Grimm's Law, Verner's Law, and the Great Vowel Shift
- ❖ Identify features of the major dialects of Old English and Middle English
- ❖ Understand and apply key linguistic concepts related to language change, including lexical, semantic, morphological, and syntactic change
- ❖ Utilize the *Oxford English Dictionary* as a tool for language study
- ❖ Analyze the impact of material culture—from manuscripts to the printing press to the digital age—on the development of the English language
- ❖ Research and write about a topic related to the history of English

Required books and other readings

- ❖ Seth Lerer, *Inventing English: A Portable History of the Language*, rev. ed. (Columbia University Press, 2015), ISBN: 9780231174473.
- ❖ Ishtla Singh, *The History of English: A Student's Guide* (Hodder Arnold, 2005), ISBN: 9780340806951.

- ❖ Some days, you will be assigned illustrations or figures excerpted from another textbook, *The Origins and Development of the English Language* by Algeo and Butler, which you are not required to purchase. These figures and excerpts will be available on Canvas under “Files,” as the reading schedule indicates.
- ❖ Some additional readings are available via course reserves (CR).

Course policies

Academic honesty policy. The Honor Code is in effect throughout the semester (http://catalog.college.emory.edu/academic/policy/honor_code.html). By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during exams, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory’s Honor Council. You may also receive an F on the assignment(s) in question.

Attendance policy. You will have two personal days for the entire semester. You do not need to inform me of the reason for your absence, and you may use these personal days as you see fit. If you miss no more than two days of class, you will receive a 100 for the attendance portion of your grade. After two absences, the attendance portion of your grade starts going down as follows:

- ❖ 3 absences = 90
- ❖ 4 absences = 80
- ❖ 5 absences = 70
- ❖ 6 absences = 60
- ❖ 7 absences = 50

If you have a serious issue that causes you to miss more than two days of class, please inform me about the situation as soon as possible.

Communication. Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your email account at least once every 24 hours.

Late work policy. All assigned work must be completed on time. If an assignment is due in class, you must submit an electronic copy of the assignment by the time class begins (4:00 p.m.). If an assignment is not due in class, the assignment will be due on Canvas by 11:59 p.m. on the due date. Late assignments will be lowered 5 points for every calendar day they are late, unless you have received approval from the instructor before the deadline (note: requests are not guaranteed approval). No assignment will be accepted more than 7 days past the due date.

Technology policy. When you are not actively using your laptop or tablet to view a reading for the class, I expect you to put your devices away and to give your full attention to the discussion. You should not use a cell phone at any time during class. I reserve the right to revoke your technology privileges if you use your devices for activities unrelated to class.

Resources

Access and disability resources. I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence. Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your instructor at the beginning of the semester, or when the letter is received.

Emory counseling services. Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. <http://studenthealth.emory.edu/cs/>

Emory Writing Center. The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work. The Writing Center is located in Callaway N-212. Visit writingcenter.emory.edu for more information and to make appointments.

Resources for multilingual students. If English is not your first language and if you need additional help with assignments in this or other college classes, you may benefit from working with specially trained ESL Tutors. These tutors are undergraduates who will support the development of both your English language and writing skills. Like Writing Center tutors, ESL tutors will not proofread your work. Language is best learned through interactive dialogue, so come to an ESL tutoring session ready to collaborate! ESL tutors will meet with you in the ESL Lab in Callaway S-108 and other designated locations on campus, and they will help you at any stage of the process of developing your written work or presentation. You may bring your work on a laptop or on paper. If you schedule an appointment in the ESL Lab, you may also bring your work on a USB stick as computers are available in the lab.

Visit the website of the Office for Undergraduate Education (<http://college.emory.edu/oue/>) and select "Student Support" and then "ESL Program" to schedule an appointment, read the tutoring policies, and view the offerings of the ESL Program (direct link to ESL Tutoring: <http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html>). If you do not have a scheduled appointment, you may want to meet with a drop-in tutor in the ESL Lab, Callaway S-108. Here, you may have less time with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, visit the website or contact Levin Arnsperger at larnspe@emory.edu.

Course requirements & grading

Course requirements

Requirement	Deadline	Percentage of final grade
Attendance	ongoing	10%
Participation	ongoing	10%
Discussion leadership <i>All students will sign up for their discussion leadership assignment on Monday, January 29. Assignment includes initiating our class discussion of one reading plus a single-spaced, one-page analysis of the reading and a list of the questions it raises.</i>	ongoing (starting February 7) Analysis due in class/on Canvas (by 4:00 p.m.) on day of discussion leadership.	5%
Short paper on a word of your choice in the <i>Oxford English Dictionary</i> (2–3 pages)	Saturday, February 10 (by 11:59 p.m.)	5%
Midterm exam (multiple choice, short answer, and essay questions)	Wednesday, March 7 (4:00–5:15 p.m.)	15%
Short paper on material culture workshop (2–3 pages)	Workshop: Monday, March 5 Paper due: Saturday, March 24 (by 11:59 p.m.)	5%
Final research project		
• First draft of research paper proposal due in class for peer review	Wednesday, March 28	(participation)
• Single-spaced, one-page proposal with annotated bibliography of five sources	Saturday, April 7 (by 11:59 p.m.)	5%
• Presentation (5 minutes)	April 23, 25, or 30	5%
• Research paper (10 pages, double-spaced)	Monday, April 30 (by 4:00 p.m.)	20%
Final exam (multiple choice, short answer, and essay questions)	Friday, May 4, 11:30 a.m.–2:00 p.m.	20%

Grading rubric

You will earn letter grades for all assignments. Individual assignments will have their own assignment sheets which will articulate the standards for grading that particular assignment, and I will provide brief study guides outlining major topics to be covered on the midterm and final exams. The following is a general description of the standards for each letter grade:

- ❖ Work that earns the grade of “A” will be *substantially above average*, well exceeding all of the expectations of the assignment.
- ❖ Work that earns the grade of “B” will be *above average*, meeting the assignment requirements and exceeding some of them.
- ❖ Work that earns the grade of “C” will be *satisfactory*, meeting the basic requirements of the assignment.
- ❖ Work that earn the grade of “D” will be *unsatisfactory*, not fully meeting all of the basic requirements of the assignment.
- ❖ Work that earns the grade of “F” will be *far below satisfactory*, falling substantially short of the basic requirements of that assignment.

I use the following grading rubric, which I customize to each assignment, to comment on your writing:

Concerns <i>Areas that need work</i>	Criteria <i>Standards for assessment</i>	Advanced <i>Evidence of exceeding standards</i>
	Basic requirements Does the assignment meet the length requirement and format the composition as outlined on the assignment sheet?	
	Claim / Argument Has the writer presented a clear argument or observation about the text? Does the writer make specific, rather than generalized claims, about the text?	
	Evidence Does the assignment include properly cited quotations from the text analyzed? Does the assignment offer sufficient evidence to support the argument(s) the writer is making? Does the writer explain how the evidence offered supports the claim?	
	Organization Is the assignment organized and arranged effectively? Does the writer transition smoothly between ideas and paragraphs?	
	Writing Is the writing stylistically interesting and sophisticated? Is the writing free of grammar and spelling errors?	

Grades will be posted to Canvas.

Grading scale

Points/Percentage	Letter Grade	Emory point scale
94.00-100	A	4.0
90.00-93.99	A–	3.7
87.00-89.99	B+	3.3
84.00-86.99	B	3.0
80.00-83.99	B–	2.7
77.00-79.99	C+	2.3
74.00-76.99	C	2.0
70.00-73.99	C–	1.7
67.00-69.99	D+	1.3
60.00-66.99	D	1.0
0-59.99	F	0.0

Course schedule and logistics

Important dates for Spring 2018

Date	Event
January 17	Classes begin
January 24	End of Add/Drop/Swap
March 12–17	Spring Break
April 30	Classes end
May 1–11	Exam period

Final exam. The final exam will take place on Friday, May 4, from 11:30 a.m.–2:00 p.m.

Course schedule

The course schedule may be modified slightly during the semester. Check announcements on Canvas for updates. I will inform you during class of any changes to the reading and writing requirements. Informal writing assignments may be added during the semester.

- W Jan. 17 Introduction to the course
- Lerer, “Finding English, Finding Us” (1–11)
 - McWhorter, “Introduction,” *Our Magnificent Bastard Tongue* (vii–xxii, CR)

Language Change and Linguistic Study

- M Jan. 22 Language Change and Key Concepts
- Singh, “English as a Changing Language” (ch 1, 5–38)
 - On Canvas: International Phonetic Alphabet a.k.a. IPA
 - Lerer, “Appendix: English Sounds and Their Representation,” on the IPA (293–95)
- W Jan. 24 Semantic Change and Dictionaries as Tools for Linguistic Study
- Algeo & Butler, “Words and Meanings” (227–40, CR)
 - Stockwell and Minkova, “An Introduction to Dictionaries” (177–92, CR)

Indo-European Origins & Old English

- M Jan. 29 Indo-European Origins, Grimm’s Law, and Verner’s Law
- Singh, “Language Families and the History of English” (ch 2, 39–65)
 - On Canvas: Indo-European language tree, Grimm’s Law, Verner’s Law
- W Jan. 31 Old English: Language and Literature I
- Lerer, “Caedmon Learns to Sing: Old English and the Origins of Poetry” (12–24)
 - Singh, “3.1. Introduction” (66–67) & “3.4. The Language of Old English” (75–92)
 - On Canvas: map of Britain in Old English times, key events in Old English period
- M Feb. 5 Old English: Language and Literature II
- Lerer, “From *Beowulf* to Wulfstan: The Language of Old English Literature” (25–38) & “In This Year: The Politics of Language and the End of Old English” (39–53)
 - Singh, “3.2. Social History” (67–73), “3.3. Anglo-Saxon Literature” (73–75), & “3.5. Doing Anglo-Saxon Gender: Heroic Men and Monstrous Women” (92–100)

Middle English

- W Feb. 7
- Lerer, “From Kingdom to Realm: Middle English in a French World” (54–69)
 - Singh, “4.1. Introduction” (103–04) & “4.2. Social History” (104–12)
 - On Canvas: map of Britain in Middle English times, key events in Middle English period
- S Feb. 10 **Deadline: OED paper**
- M Feb. 12
- Lerer, “Lord of This Languge: Chaucer’s English” (70–84)
 - Singh, “4.3. Middle English Literature” (112–13) & “4.4. The Language of Middle English” (113–27)

- W Feb. 14 • Lerer, “I Is as Ille a Millere as Are Ye: Middle English Dialects” (85–100)
 • Singh, “4.5. Contact and Change: Middle English Creolization?” (127–36)

The Transition to Early Modern English

- M Feb. 19 • Lerer, “The Great Vowel Shift and the Changing Character of English” (101–14)
 • Singh, “5.1. Introduction” (139–40) & “5.2. Social History” (140–47)
 • On Canvas: key events in Early Modern period, two figures illustrating the GVS
- W Feb. 21 • Lerer, “Chancery, Caxton, and the Making of English Prose” (115–28)
 • Singh, “5.3. Early Modern English Literature” (147–48) & “5.4. The Language of Early Modern English” (148–67)
- M Feb. 26 • Lerer, “I Do, I Will: Shakespeare’s English” (129–41)
In class: Distribute and discuss midterm study guide
- W Feb. 28 No class today. Feel free to meet as a group during our class time to prepare for the midterm exam.
- M Mar. 5 Material culture workshop: vellum and quills, quarto manuscripts, and the printing press
- W Mar. 7 **Midterm exam** (from Indo-European origins to the Great Vowel Shift)
- Mar. 12–17 Spring Break

The First Dictionaries, Prescriptivism, and Standard English

- M Mar. 19 • Lerer, “A Universal Hubbub Wild: New Words and Worlds in Early Modern English” (141–52)
 • Singh, “5.5 Contact and Change: English in Barbados” (167–73)
- W Mar. 21 • Lerer, “Visible Speech: The Orthoepists and the Origins of Standard English” (153–66)
 • Singh, “6.1. Introduction” (174–77) & “6.2. The Eighteenth Century and the Rise of Prescriptive Tradition” (177–88)
In class: brainstorming research paper topics
- S Mar. 24 Deadline: Material culture paper**
- M Mar. 26 • Lerer, “A Harmless Drudge: Samuel Johnson and the Making of the Dictionary” (167–80)
 • Flynn & Katz, “The Word Choices That Explain Why Jane Austen Endures,” *The New York Times* (link via CR)

American English

- W Mar. 28 • Lerer, “Horrid, Hooting Stanzas: Lexicography and Literature in American English” (181–91)
 • Bryson, “Old World, New World” (161–79, CR)
 • On Canvas: key events in the late modern period

Deadline: First draft of research paper proposal due in class for peer review

- M Apr. 2
- Lerer, “Antses in the Sugar: Dialect and Regionalism in American English” (192–206)
 - Mifsud, “How Americans near the Great Lakes are radically changing the sound of English,” *Slate* (link via CR)
 - Take *The New York Times*’s dialect quiz, “How Y’all, Youse and You Guys Talk” (link via CR)

- W Apr. 4
- Lerer, “Hello, Dude: Mark Twain and the Making of the American Idiom” (207–219)
 - McVeigh, “What it really sounds like to be an American: A response to NPR’s Code Switch” (link via CR: listen to podcast excerpt before reading the blog post)

S. Apr. 7 Deadline: Final version of research proposal (with annotated bibliography)

- M Apr. 9
- African-American English
- Lerer, “Ready for the Funk: African American English and Its Impact” (220–34)
 - Cunningham, “The Case for Black English,” *The New Yorker* (link via CR)

- W Apr. 11
- Multilingualism & Code-switching
- Tamasi & Antieau, “Multilingual America” (186–208, CR)
 - Thompson, “Five Reasons Why People Code-Switch,” *NPR* (link via CR)

Global English & The Future of English

- M Apr. 16
- Singh, “6.3. Nineteenth-Century Contact and Change: The Case of Singlish” (188–98)
 - Bryson, “English as a World Language” (179–95, CR)

- W Apr. 18
- Singh, “6.4. The Twenty-First Century and Beyond: Where Will English Boldly Go?” (198–202)
 - Bryson, “The Future of English” (239–45, CR)
 - Erard, “Hear What Scholars Think English Will Sound Like In 100 Years,” *Audible Range* (link via CR)

- M Apr. 23
- Research project presentations

- W Apr. 25
- Research project presentations

- M Apr. 30
- Remaining research project presentations; final exam review
Deadline: Research paper

- Fri., May 4,
11:30–2 p.m.
- Final exam**