

English 5513 History of the English Language – GRADUATE STUDENT
Online Fall 2021

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Office Hours: **MTWR 1:00 – 3:00 PM**. I make a point of being in my office (Bea Wood 230) between NOON and 2 PM, Monday through Thursday. Students can show me their hard-copy drafts in person during office hours or by appointment.

ZOOM BY APPOINTMENT: Make an appointment with me by email. At the agreed-upon time, I will send you the link. ZOOM can divide the screen between you, me, and the Content in our D2L course, including your thread.

OFFICE PHONE: My campus office phone is 940-397-4246. Please leave your name, message, and the number to call you back.

LAND LINE: My students may also call me on my landline 940-766-6319 in the evenings, on Friday, or on the weekend. Please leave your name, message, and the number to call you back.

Required book

This Language, A River: A History of English. K. Aaron Smith and Susan M. Kim. Peterborough, Ontario: Broadview, 2018. ISBN: 978-1-55481-362-9.

Course goals

Write THREE typed and double-spaced SHORT ESSAYS (1500 words—about 5 pages) in support of a thesis position that answers this question: How does English work?

Each SHORT ESSAY should address something in our book *This Language, A River*. Use Purdue Owl for in-body citing and Works Cited. For Graduate students, these Short Essays may ALSO bring in other sources including dictionaries, articles in journals, other books on the English language, and YouTube videos.

For Graduate students, the NARRATIVE may be one of two things. The NARRATIVE can be a typed double-spaced first-person “I” series of reflections, observations, and thoughts relevant to language and

topics in *This Language, A River*. This form of NARRATIVE would also draw on dictionaries, other materials (books, articles in journals) on the subject of the English language, and YouTube videos. The graduate student may utilize ideas from the Short Essays, but the material must be phrased and presented anew—not copied and pasted directly from the Short Essays. Use Purdue Owl for MLA in-body citing and Works Cited. The length would be about 4200 words (about 14 pages).

OR the NARRATIVE may be a STORY (**finished or unfinished**). It can be CREATIVE NONFICTION (first person, autobiographical, slice-of-life, episodic). Or it can be FICTIONAL and tell a story (first person or third person). Length would be about 4200 words (about 14 pages). It can be longer.

SUGGESTION: For the NARRATIVE, the graduate student might write a STORY that would feature elements of differing dialects. The THREE Short Essays could address issues in our book and other sources that indirectly pertain to the NARRATIVE story.

THREAD

Students have the OPTION of submitting work-in-progress for my input. Go to the title of the relevant DISCUSSION FORUM, and click on the arrow by its title. In VIEW TOPIC type directly into the textbox your work-in-progress, or copy and paste into the text box from your own document. I will be notified in OUTLOOK. I will reply to your paragraph(s) with both content and style suggestions. I play the role of an editor. NOTE: the THREAD is NOT a requirement. There is no obligation to show your work to me prior to submitting it to the drop box. NOTE: For threads, Graduate students should use the lower MODULES marked for Graduate students (on the CONTENT page).

DROP BOX

ALL WORK MUST BE SUBMITTED TO THE DROP BOX BY THE STUDENT—even if I have already reviewed the entirety or part of the assignment ahead of time. The student's document must STILL be submitted to the assignment drop box to count and to be graded. I have provided a sample writing rubric at the end of this syllabus.

Grading

Three 1500-word responses to topics in *This Language, A River*. 60 percent (20 percent each). The NARRATIVE is worth 40 percent by itself.

The Final Calculated Grade for D2L gradebook is our final semester grade. We use 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59-50 (F).

There is NO rounding up. If the Final Calculated Grade on D2L is 89.9, then the grade is a B for the semester.

The rubric confers an automatic 50 points (out of 100) for doing the assignment and producing original prose pertaining to *This Language, a River* and our prompt for all writing in our course: How does English work?

Suggested Daily Schedule & Due Dates:

August 23-27 Week 1

Chapter 1. Introduction: Synchronic and diachronic approaches. Exercises 1.1-1.2.

August 30-Sept 3 Week 2

Chapter 2. Grammar Fundamentals, Parts of Speech, pp. 21-47. Exercises 2.1-2.10

Labor Day Holiday – Monday September 6

September 7-10 Week 3

Chapter 2, cont. Syntactic Relations for Nouns, pp. 50-55, exercises 2.11-2.14; Sentences, pp. 56-61. Exercises 2.15-2.17.

September 13-17 Week 4

Short Essay # 1 (1500 words) due in drop box before 11:59 PM Thurs Sept 16.

September 20-24 Week 5

Chapter 3. Before English. Indo-European and Proto-Indo-European reconstruction, pp. 63-68. The Genetic model: PIE nouns and verbs, pp. 69-76. Exercises 3.1-3.6.

September 27-October 1 Week 6

Chapter 4. Introduction to Phonetics and the International Phonetic Alphabet, Symbols pp. 79-82. Consonants & Articulation & Voicing pp. 79-88. Exercises 4.1.1-12. Symbols pp. 79-82. Vowels, pp. 88-91, continued. Exercises 4.1.13-25.

October 4-8 Week 7

Chapter 5. Germanic. Migrations and branches. Grimm's Law. Verner's Law, pp. 93-99. Fixed initial stress on root, two-tense systems. Strong and weak adjectives and verbs, pp. 100-105. Exercises 5.1-5.

Dr. Fields plans to attend the annual Rocky Mountain MLA convention October 14-16—right now the plan is for the convention to be virtual.

October 11-15 Week 8

Chapter 6, Four Concepts: orthography, phonology, morphology, and syntax. See especially phonemes, allophones, and morphemes, pp. 109-112

October 18-22 Week 9 [Midterm grades reported if D or F]

Chapter 7. Old English, Orthography pp. 113-27. Exercises 7.1-7.4. Phonology; Old English verb, pp. 128-36. Exercises 7.5-7.7. OE Personal Pronouns, pp. 136-141. Exercise 7.8. OE Adjective, Weak and Minor nouns, pp. 142-45, Exercises 7.9-7.10. Verb position, parataxis, hypotaxis, and subordination. Influence of Old Norse, pp. 152-60; Old English texts, pp. 160-68.

MONDAY OCT 25 4:00 PM is the last day for a penalty-free "W."

October 25-29 Week 10

Short Essay # 2 (1500 words) due in drop box before 11:59 PM Thurs October 28.

Chapter 8, Middle English, the Norman Conquest 169-177. Orthography, pp. 178-87. Exercises 8.1-8.4. Sound change and strong masculine nouns, pp. 188-91. Exercises 8.1-8.2. Loss of [N] in weak nouns, plurals, adjectives, determiners, Personal pronouns, pp. 192-97. Exercises 8.3-8.5. See also p. 144 (i-mutation, foot/feet). Expansion of the verb phrase, pp. 197-203. Exercise 8.6-8.10. Middle English literature, pp. 204-214.

November 1-5 Week 11

Chapter 9, Early Modern English. Phonology and the Great Vowel Shift, pp. 222-26. Exercise 9.2. Chapter 9, cont. morphology and syntax, pp. 227-38. Exercise 9.3. Hybrid Verbs, pp. 239-44. Exercise 9.4. The King James Bible, Swift, Johnson, and a-prefixed participles, pp. 244-55.

November 8-12 Week 12

Chapter 10 Modern Period & Global Englishes, Circles, Nigerian English, Singapore English, American English, pp. 257-70. Exercise 10.1. Immigration, slavery, geographic variation, vocal r, rhoticism, mapping dialects, pp. 270-80. Exercise 10.2. Sociolects, pp. 281-85. Exercise 10.3. African-American English, pidgins, creoles, Lumbee, pp. 285-97. Exercise 10.4

November 15-19 Week 13

Short Essay # 3 (1500 words) due in drop box before 11:59 PM Thurs November 18.

Thanksgiving Holiday Wed-Fri November 24-26

November 22-26 & November 29-Dec 3 Weeks 14-15
Finishing the NARRATIVE

FINALS WEEK

NARRATIVE due in drop box before 11:59 PM Thursday December 9.

Plagiarism

Any use of a non-documented source as if it were a student's original work is academic dishonesty. The grade will be a "0" (no points) for the assignment and the student can no longer attend the course. If early enough in the semester, the student can bring the instructor a withdrawal slip for a penalty-free W. Otherwise the semester grade must be an F.

Language too close to source

Students sometimes borrow the phrasing of the play or their scholarly sources as if it were their own. Students certainly can use key words from their sources, but they must use their own phrasing—not the source's.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute for persons with disabilities and guarantees reasonable accommodation. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 397-4140.

Attendance

There is no attendance penalty. I do keep track of first day, fourth day, and 12th day attendance by reporting to the registrar what is indicated in D2L log-in history.

Late work

After the due date (11:59 PM on a Thursday), the drop box marks the submission as late; the late penalty is capped at 10 points out of 100. It will not go up if you take extra time. If students know they are going to be late, the best way to make up for the late penalty is by doing their best.

ORIGINALITY

Students should not fall into the trap of adapting or otherwise appropriating the writing-in-progress of someone's thread. Students are at complete liberty to click on someone's thread—that's on purpose in this course. Students can learn from my input to someone's work just as if we were using a blackboard in the classroom. But students are not at liberty to copy-and-paste or otherwise utilize a fellow student's work-in-progress.

CRITERIA	EXCELLENT (96-100)	GOOD (86)	SATISFACTORY (76)	PASSING (66)	FAILING (50)
[1] EXPLANATION OF IDEAS The writer sheds light on complicated ideas and topics; the writer's insights clarify difficult concepts.	Exceptional	Dynamic in some respect	The writer makes an effort to explain an idea or topic.	Explanations are problematic	Fundamental Concerns
[2] DESCRIPTION OF EXAMPLES The writer uses specific details to paint a picture and convey an experience.	Exceptional	Dynamic in some respect.	The writer makes an effort to paint a picture and convey an experience with specific details and examples.	Description is problematic	Fundamental Concerns
[3] CREATIVITY The writer brings a unique perspective to the topic. Note: writing adapted from other students' threads represents a fundamental concern.	Exceptional	Dynamic in some respect.	The writer makes an effort to bring a unique perspective to the topic.	Creativity is problematic	Fundamental concerns.
[4] Demonstrates proficient use of Standard Written English.	Exceptional	Dynamic in some respect.	Grammar, punctuation, phrasing, and word-choice are mostly effective.	Writing is problematic	Fundamental Concerns
[5] ORIGINALITY – the writer's phrasing, word-choice, and approach are not interchangeable with the sources.	Exceptional.	Dynamic in some respect	The writer's phrasing, word-choice, and approach make an effort not to be interchangeable with sources.	Originality is problematic	Fundamental concerns
COMMENTS					

Above is a tentative model for our writing rubric in ENGL 4513/5513. The math works in 2's. Each box is worth 2 points. For instance, if the essay makes at least a genuine effort in all five categories (criteria), the grader would start in the middle—at 76.

However, the grade may not be that simple. Usually, something stands out in particular (dynamic in some respect) or falls short (problematic in some way). Let's say the essay is mostly effective—shows serious effort—but in description of examples the essay is remarkable. For that matter, the essay has a dynamic creative style.

Therefore (moving left), we add 2 points for Creativity and four points for Description. The grade for the essay at this point is an 82 (B-). NOTE: if any criterion achieves EXCELLENCE, then the grader has flexibility. The rubric adds up to 96. But the EXCELLENCE category (96-100) allows 4 more points if the criterion is especially notable. The additional four points usually come into play if ALL five categories are "excellent in some way—the essay would then be a 100.