

History of the English Language (12-120)
Dr. Carmen Acevedo Butcher, Fulbright Lecturer, Sogang University
Fall 2004 Syllabus

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COURSE DESCRIPTION: This course explores the fascinating history of the English language, taking a linguistic-analysis approach and focusing on the historical changes in vocabulary, grammar, and sounds. It assumes no prior knowledge of linguistic theory and provides appropriate background material about cultural history.

REQUIRED AND SUGGESTED TEXTBOOKS AND WORKBOOK:

Algeo, John and the late Thomas Pyles. *The Origins and Development of the English Language*. 4th or 5th edition. Boston: Heinle Thomson. ISBN: 015507055X. (ODEL) The 5th edition is on reserve in Loyola Library.

Or Baugh, Albert C. & Thomas Cable. *A History of the English Language*. 5th edition. London: Routledge, 2002 (or earlier editions, on reserve in Loyola Library).

Algeo, John and Carmen Acevedo Butcher. *Problems in the Origins and Development of the English Language*. Heinle Thomson, 2005. ISBN: 0155070533. (PODEL) This booklet must be purchased because the exercises in it are an integral part of the course learning.

COURSE REQUIREMENTS:

- Read all materials assigned, take notes, look up unfamiliar terms, and come to class prepared to ask questions and discuss the material with enthusiasm.
- Complete the assigned exercises in PODEL and do this on a daily basis.
- Sit a midterm exam and complete a final exam, as well as other written assignments and/or the announced mini quizzes.

INSTRUCTOR'S APPROACH:

We will first read chapters 1-3 in ODEL, followed by chapters 10-12. Only then — with the sounds of the English language and phonetic transcription firmly grasped — will we turn to more historical matters in chapters 4-9. This approach allows students to achieve a solid foundation in the phonetics of the English language. Then, they must know etymology and word formation, as well as the history and use of the *Oxford English Dictionary*. We will study the history of Old English, Middle English, Early Modern English, and Late Modern English, and we will look to the future and ask questions.

ATTENDANCE REQUIREMENTS: Students are held accountable to attendance requirements specified in the current edition of the university catalog. Students are expected to be present and on time for each class. Professors are required to submit a weekly report on student attendance in writing: Three tardies (late by less than ten minutes) count as one absence, and students are allowed to be absent six times for a three-credit course. Students who exceed the absence limit are automatically withdrawn and receive an FA (Failure by Absence).

GRADING POLICY: You will have ten grades, each counting 10%. Five of those grades (50% total) will be mini quizzes covering information from the exercises in *Problems in the Origins and Development of the English Language*. These mini quizzes will be given *at the beginning of class on the days designated below, and any student coming in tardy on the day of a mini quiz will NOT be allowed to make that quiz up*. Each mini quiz will ordinarily be ten questions in length but may on occasion be an assigned short essay.

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The in-class mid-term exam over Old English will count 25%, and the take-home final exam will count 25%. The take-home final exam consists of the exercises you are required to do in *Problems in the Origins and Development of the English Language*. Its due date will be announced early in the semester. *Any late assignment will be deducted points* (please see below for specifics). Please write legibly. Neatness is appreciated.

Summary of grades:

- 5 mini quizzes, each 10% = 50% total
- In-class mid-term exam = 25% total
- Take-home final exam = 25% total

Class participation is important. You are expected to participate in class. I already know you are brilliant; otherwise, you would not be a student at Sogang University. Now you are expected to come to class prepared, to ask intelligent questions, to answer the teacher's questions intelligently, and to raise issues that take the class *beyond* the textbook. Intelligent discussion *is always* encouraged.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

LATE WORK: All assignments (mini quizzes, any assigned essays, exams of every sort) are due at the beginning of class on the day announced. Work turned in past 9:00 a.m. of the day due is considered late and will be penalized. 10 points will be deducted for every ten minutes late. Remember also that tardiness on the day of a mini quiz or any exam will result in the student's not being allowed to make up the mini quiz or exam; therefore, a debilitating ZERO will be earned for the student for that mini quiz or exam, and a single zero earned is devastating for the final grade point average, as you well know. Late and excused make-up work must be preceded or accompanied by a valid written excuse, and all make-up work must be initiated by the student within one week of the excused absence in order to be accepted. Please note that it is the student's responsibility to initiate make-up work and that make-up work for in-class assignments can only be made up when the student's absence is excused and when the make-up work is initiated within one week of the excused absence.

CLASSROOM ETIQUETTE: Students will be treated with respect and kindness. They will be expected to conduct themselves as the adults they certainly are.

ACADEMIC HONESTY: Cheating is not tolerated and is punished according to the rules found in the current university *Student Handbook*. Dishonest work receives a Zero.

STUDENT OUTCOMES:

- Students will learn the history of the English language and its modern grammar. (Edu. Prin. I)
- Students will develop critical thinking skills and proficiency in modern grammar. (Edu. Prin. I)
- Students will learn to parse and diagram sentences. (Educational Principle I)
- Students will present a report of their findings on an assigned topic. (Educational Principle III)
- Students will learn to integrate their knowledge of modern grammar with their knowledge of other subject areas. (Educational Principle IV)

ASSIGNMENTS:

WEEK ONE: Read Chapter 1 of ODEL (or use Baugh and Cable to find the answers to the exercises in PODEL). Do the following exercises from PODEL: 1.1, 1.3, 1.5 (make sure you master 1.5, and come to class with questions about any concept you find

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confusing), 1.9, 1.11, 1.13, 1.14, 1.17, 1.18 (these will be divided among the class members, 1.19, 1.20. Lectures = Introduction to the History of the English Language.

WEEK TWO: Read Chapter 2 of ODEL. Do these PODEL exercises: 2.2 (make sure you master 2.2 thoroughly), 2.3 (ditto), 2.4, 2.9, 2.10, 2.11, 2.21, 2.22, 2.24, 2.28.

Friday, September 10th, 1st mini quiz at 9:00 a.m. (10% of your grade).

WEEK THREE: Read Chapter 3 of ODEL. Do these PODEL exercises: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6.1, 3.7, 3.11, 3.16.

Friday, September 17th, 2nd mini quiz at 9:00 a.m. (10% of your grade).

WEEK FOUR: Read Chapter 10 of ODEL. Do these PODEL exercises: 10.1.1, 10.1.5, 10.4, 10.7, 10.8, 10.11, 10.13, 10.15, 10.16.

WEEK FIVE: Read Chapter 11 of ODEL. Do these PODEL exercises: 11.1.1, 11.4, 11.5, 11.6, 11.7, 11.8, 11.14, 11.15, 11.16, 11.17, 11.18, 11.19, 11.20, 11.21, 11.22, 11.24, 11.25.

Friday, 1st October, 3rd mini quiz at 9:00 a.m. (10% of your grade).

WEEK SIX: Read Chapter 12 of ODEL. Do these PODEL exercises: 12.1.1, 12.7, 12.8, 12.13, 12.14.

Friday, October 8th, 4th mini quiz at 9:00 a.m. (10% of your grade).

WEEK SEVEN: Read Chapter 4 of ODEL. Do these PODEL exercises: 4.1.1 (define the words from *cognate* on through *Second (High German) Sound Shift*), review 4.2, review only 4.11, review 4.14, review 4.15, do 4.16.

WEEK EIGHT: Read Chapter 5 of ODEL. Do PODEL exercises: 5.1.2-16, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.11.2, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17, 5.21

The mid-term exam over Chapter 5 of PODEL will be held on Friday, October 22nd (10% of your grade).

WEEK NINE: Read Chapter 6 of ODEL. Do PODEL exercises: 6.1, 6.3, 6.4, 6.6, 6.9.2 (Chaucer's *Canterbury Tales*, excerpts), 6.18.

Friday, October 29th, 5th mini quiz at 9:00 a.m. (10% of your grade).

WEEK TEN: Read Chapter 7 of ODEL. Do PODEL exercises: 7.1.1, 7.3, 7.7, 7.9, 7.10.

WEEK ELEVEN: Read Chapter 8 of ODEL. Do PODEL exercises: 8.4, 8.7, 8.9, 8.10

WEEK TWELVE: Read Chapter 9 of ODEL. Do PODEL exercises: 9.3.2, 9.5, 9.6, 9.8, 9.9, 9.10. During this week we will also review for the final exam.

WEEK THIRTEEN: Read Chapters 10-11 of ODEL. Do PODEL exercises: 10.2, 10.4, 11.25.

WEEK FOURTEEN: Read Chapter 12 of ODEL. Do PODEL exercises: 12.13, 12.14. The final exam counts 25% of your grade and will be your complete set of assigned PODEL exercises (as outlined above). It is due on the day of the final exam, at the beginning of the final exam time (and late work will be penalized as stated above clearly).

WEEK FIFTEEN: Turn in final exam (TBA).

Please note that each student is expected to do his or her work each day. You must start out working hard (as I'm sure you will), and you must work hard daily, as regularly as flossing. The recurring PODEL exercises will keep you focused. They are designed to encourage you to work daily. Remember that the PODEL exercise assignments count

25% of your entire grade. This 25% for exercises gives you an opportunity to do well in this class, as long as you are diligent.

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Also, I always test on what we have covered in class and what students have worked on at home in the PODEL-exercise assignments. Everything you are tested on will be *thoroughly* covered in class. Your responsibility is to keep up by doing your work *on a daily basis*. Please ask questions in class or see me after class if you are unsure about a concept you are working on. Due to time constraints, we will not be able to discuss in class every PODEL exercise that you will be asked to do for homework, but remember that you can always ask me questions in my office at any time. You are expected, however, to do every exercise because each one builds on every other one, and your knowledge of linguistics will be greatly strengthened by doing each exercise assigned. They have been selected for pertinence. At the end of the semester, your knowledge of the English language (and its multicultural heritage) will be greatly increased and enriched.