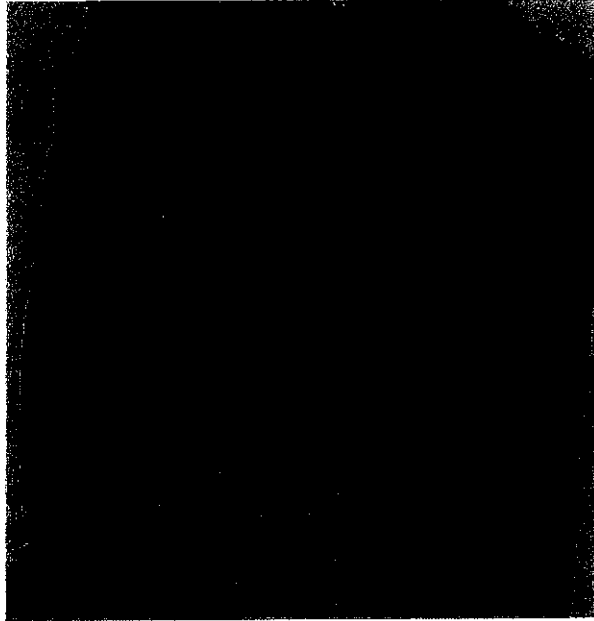


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English 385
Arter 213
MW 11-12:15 p.m.
Fall 2010

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English 385: Cultural History of the English Language: Invasion, Invention, and Identity



Course Home Page: <http://webpub.allegheny.edu/employee/j/jhellwar/index.html> and click on "Courses" and on Sakai

Description and Objectives

The Cultural History of English focuses on social events involved in English Language change. These sociolinguistic and extra-linguistic situations are both reflective of and a result of cultural values and practices that are in turn evident in literary practices and production. The theme of "Invasion, Invention, and Identity" unifies the course and characterizes the kinds of events that exerted pressures and affected change on Old English, Middle English and Early Modern English language, written and oral. Through this focus, we will learn how to think critically about the dynamics involved in changes in the English Language today and the pressures exerted by contemporary "Invasion, Invention, and Identity" situations, locally and globally.

Course Requirements

Attendance is Required! I expect that you will come to every class and be present in mind as well as body. That means being prepared. Come to class having done the assigned reading (take notes, record comments!) and with at least one thing in mind that you would like to contribute to the class. I understand that life happens and sometimes you must be absent. If this is the case and you know you will be absent, please let me know (by phone message or e-mail). Also remember: if you miss class YOU are responsible for finding out what you have missed; check with a classmate about readings and assignments. (Please please *please* do not ask if you have missed anything!!) Allegheny policy requires class attendance; unexcused absences will lower your grade accordingly; **if you have more than five absences, you run the risk of failing the class.**

Required Texts

Graddol, Leith, Swann, Rhys and Gillen, *Changing English* (CE)
 Burnley, David, *The History of the English Language: A Source Book*, 2nd edition. (S)
 Spiegelman, Art, *Maus I*
Course Reader (CR)
 On Reserve in the Library and on Sakai (supplementary material for presentations) (L-R)

Optional

Crystal, David, *The Cambridge Encyclopedia of the English Language*
 Truss, Lynn, *Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation*
 Subscribe to "Wordsmith" word-a-day at <http://wordsmith.org/awad/subscriber.html>

Assignments

Homework will be assigned for some days, and there will be some in-class writing assignments. I will collect both! There will be a midterm and a final exam, and three analytical exercises. You will also give an oral presentation on a historical event and related language change. ***You must complete all of the major assignments below in order to pass the class.*** **Please be aware that some of the material that you will be responsible for may not be in any of your textbooks and will be conveyed in class.**

Grades—point system

Participation	10%
Presentation	5%
Short Assignments (5)	5%
Analytic Exercises (3)	45%
Midterm	15%
Final	20%

A note on plagiarism: Please read the Honor Code in the College Catalogue. Plagiarism will not be tolerated in this class. Plagiarism includes direct or indirect use of any words or ideas other than your own without proper acknowledgment. Using the words or ideas of another person, including internet sources, without the proper citation is a crime and could result in failure of the assignment or course. All cases of plagiarism are to be reported to the Honor Committee.

******Please Note: The syllabus is subject to change! Please pay attention to announcements regarding any changes in course readings and assignments!******

Calendar:

Monday	Aug 30	Introduction. What is the "Cultural History of the English Language"? How language has a history— <i>idiolect</i> , <i>sociolect</i> —and how that matters. In class: write a short autobiography of your idiolect.
Wednesday	Sept 1	Read <i>before</i> coming to class: "English Voices" (CE 5-28) and Randolph Quirk, "Language Varieties and Standard Language" (Sakai). *Bring in an example of "diverse voices," perhaps from a novel, short story, or play with a photocopy of a short passage and a short, typed explanation of what characterizes the voice as "diverse" and what function it serves in the text (the explanation should be no more than one page).
Monday	Sept 6	The beginnings of "English." <i>Migration and oral traditions.</i> Read "The Origins of English" (CE 39-50); "The Nature of Language" (<i>Describing Language</i> 1-27, CR); English Manuscripts" 41-59 (handout). Sounds: Consonants

- Wednesday Sept 8 **The Writing of Old English.** Read, "Writing systems" (*Describing Language*, 133-145, CR). "English Manuscripts" (Sakai); "The Old English Period" (CR 213-217); Old English Riddles (handout). **Film on The Making of a Manuscript.** Sounds: Vowels
- Monday Sept 13 **Thinking about grammar: morphemes, word classes, and syntax.** Read "Sentence and Word Structure" (*Describing Language* CR); Old English vocabulary and grammar (CE 50-64); "Old English" (S 1-8) "A Homily of Ælfric" (S39-44)
- Wednesday Sept 15 Read, "The Sounds of Language" (*Describing Language* 28-53, CR); "The Battle of Brunanburh" (S 51-56); IPA Chart
- Monday Sept 20 **Conquest and Resurgence: The Normans, the French, and Middle English.** "Transition to Middle English" (CE 64-70); "Middle English Manuscripts" (Sakai); **The battle of the books--the Anglo-Saxon Chronicle vs. Domesday.** "The Peterborough Chronicle" (S 70-81). **Library Field Trip~!**
- Wednesday Sept 22 **Linguistic miscegenation and snobbery:** "English in the Later Middle Ages" (CE 70-73). Bokenham (S 183-90). "Later Middle English" (S 137-44); "The Middle English Period" (CR 218-228)
- Monday Sept 27 **Linguistic miscegenation --vocabulary and spelling.** "Geoffrey Chaucer: *Troilus and Criseyde* Prologue to Book II" (S 158-61, 164-67, 168-70). "Meaning" (*Describing Language* 102-22, CR)
- Wednesday Sept 29 **Middle English exercise due in my office or box by 4 p.m.**
- Monday Oct 4 **Practices of literacy among the ever-rising middle class:** "The Preface to a Wycliffite Biblical Concordance" (S 175-81); "A Fifteenth-Century Text on Phonetics" (S 181-84); "A Paston Letter" (S 191-94).
- Wednesday Oct 6 **Transitions to Early Modern English.** "The Great Vowel Shift" (Sakai); "Early Modern English" (S 211-15). *London's got the printing press!* "Modernity and English as a nation language" (CE 79-87).
- Monday Oct 11 **Fall Break-No Class.**
- Wednesday Oct 13 **Invention, Innovation, and Discipline:** "hardwords," dictionaries, grammar, and style. "(CE 876-116); *Love's Labour's Lost* V.i (S 252-59); "The Modern English Period to 1800" (CR 229-234)
- Monday Oct 18 George Puttenham, "Thomas Wilson, *The Arte of Rhetorique* (S 216-221); *The Art of Poesie* (S 238-244); Sir Issac Newton, *Optiks* (S 286-289); "The Letters of Queen Elizabeth I and King James VI of Scotland" (S 233-37).
- Wednesday Oct 20 **Philology and nationalism: the Church of England and Ælfric, Indo-European, the NED and OED.** "From the Preface to Johnson's *Dictionary*" (S 304-09) "From the General Explanations to the *New English Dictionary*" (S 342-48); "Modern English" (S 315-20); On the making of the *OED* (Sakai).
- Monday Oct 25 **Midterm**
- Wednesday Oct 27 **Ghoti??** "Orthographies" and Noah Webster, "An Essay on the Necessity, Advantages and Practicability of Reforming the Mode of Spelling . . ." (Sakai); "Words and Meanings" (CR 179-190)
- Monday Nov 1 **Colonial and Post Colonial Englishes.** "Colonial to Postcolonial" (CE 117-139)
- Wednesday Nov 3 *English at "home" and abroad* "English in West Africa" (CE 139-152), "English Overseas" (CR 191-206).

Friday	Nov 5	Early Modern Exercise due in my box or office by 4 p.m.
Monday	Nov 8	<i>Codeswitching</i> . "Style Shifting, Codeswitching" (CE 188-221)
Wednesday	Nov 10	<i>An American English?</i> "Accent as a Social Symbol" (CE 153-188)
Monday	Nov 15	<i>Dialects and Diversity</i> . "American English: a brief history" (CR 130-140); "Ethnic Dialects of American English" (CR 141-147); Geneva Smitherman, "Black English/Ebonics: What it Be Like?" (Sakai); write and bring in an observation of a (your own?) dialect.
Wednesday	Nov 17	<i>Modern Englishes, Global Englishes</i> . <i>Global English</i> . "Global English, Global Culture?" (CR 72-86).
Monday	Nov 22	"English as a Killer Language" (CR 87-96); "Global Media" (CR 96-108); Articles on Global English (Sakai).
Wednesday	Nov 24	Language and Technologies: Multiple Literacies . "Visual and Verbal Literacies" (CR 4-18); "Semiotic Construction of a Wine Label" (CR 39-46)
Monday	Nov 29	World Wide Web and English. Looking Good? "Visual English" (CR 18-38); Bring in a short personal analysis of a web page, newspaper front page, or other visual product.
Wednesday	Dec 1	Read <i>Maus I</i> (first ½)
Friday	Dec 3	Post Colonial/Post Modern Paper in my box or office by 4 p.m.
Monday	Dec 6	Read <i>Maus I</i> (second ½)
Wednesday	Dec 8	Last Day of Class. <i>Review!</i>

Final Exam J: Wednesday December 15, 9 a.m.

Criteria for grading class participation:

While it is difficult to quantify the success of a student's contributions to class discussion (at our best we all contribute differently), here are the general standards I will use to grade participation:

A range: Participation at this level is marked by its active nature, its consistency, and its quality. When A participants read an assignment, they *prepare* to participate in a class discussion; they read the assignments fully, carefully and critically enough to be ready not just to respond to my questions but also to initiate discussion with comments and questions of their own. Such participants will also come to class ready to make and argue assertions about the reading and to think out loud about a text's relation to its contexts; they will attend to the comments of others in class, agree, elaborate or civilly disagree with them, bring our attention to passages from the reading to make their point and at times connect such thinking with earlier readings or previous class discussions. In short, students who by their engagement in class discussion throughout the semester show themselves to be true students of the course material--persistently conscientious and inquiring--will get an A for their efforts. They will also make the course a lot better. (By the way, substituting quantity of participation for quality will not work.)

B range: Students who come to every class, have almost always done all the reading, and consistently respond to the questions of others in a way that demonstrates their command of the reading will earn a B participation grade. What separates this effort from an A one is not so much quantity (teachers are remarkably good at detecting bs) as the level of preparation--one's reading and thinking--that has gone on before one gets to class, especially the kind that enables students to *initiate* discussion. But you can't get a B participation grade by just showing up, either, or by talking every once and a while.

C range: A C participant comes to almost all the classes (no more than four unexcused absences), usually has done most of the reading most of the time, but not with the energy necessary to demonstrate through participation their ongoing engagement with the material. Such a discussant contributes infrequently, maybe one time every other class.

D range: Automatic pilot mode. You were physically there most of the time, spoke a few times maybe, but that was it.

F: Not coming to class is the traditional route.

