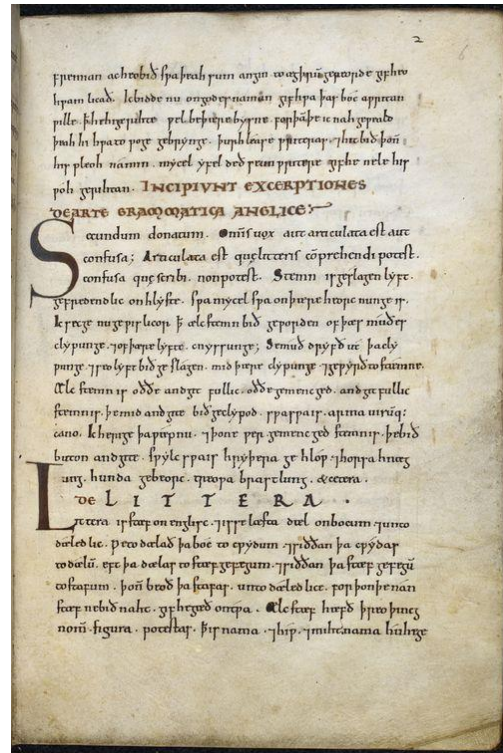


The History and Structure of English

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 TT: 9 to 12

A course on the evolution of English over time and space and the structure of language in sentences, words and sounds.



Text page with large initials and Latin and Anglo-Saxon script, from Ælfric's Grammar, England, second half of the 11th century, Royal 15 B xxii, f. 2. British Library.

Textbooks

Language Files: Materials for an Introduction to Language and Linguistics. (2016). 12th Edition. Eds. Hope Dawson and Michael Phelan. Columbus, OH: OSU Press.

Lerer, S. (2007). *Inventing English: a portable history of the language.* New York: Columbia.

SUL ROSS STATE UNIVERSITY COURSE DESCRIPTION

The structural essentials of English, with some treatment of the historical development of the language, from Anglo-Saxon to modern English.

Instructor's Course Description

There are two goals of the course. Exploring the history of English will show us how the language has changed and continues to change. Languages change through contact with other languages. They change due to influence from within as well as from without. Languages are dynamic and multi-faceted. There is not one true, correct English from which we can prescribe ideal rules. The word "language" and the word "English" are both problematic terms. There are many dialects of English and therefore many Englishes. Some forms of speech may be more appropriate in certain contexts--and academic and written varieties of a language tend to be prescribed and formulaic--but no variety is essentially better than any other. Studying the history the English will reveal how the language has gone through many versions while being diverse in its varieties or dialects. I have selected the book *Inventing English* by Seth Lerer, which--unlike a textbook--is readable in style and can be read like a novel. I plan to read Lerer's book with you while also reading and doing exercises from *Language Files*. In this way we will be reading the history of English at the same time will be informing ourselves on how language works.

In addition to covering the influences which changed the language, this course also covers the underlying structure of the language. It is the structure of language in general--universal grammar in Chomsky's terms--which makes change, variation, and creativity possible. The descriptive study of samples of language helps to show the underlying biological underpinnings of language, which are structurally patterned part of our biological predisposition. Structure--in sounds, words, and sentences--explains creativity in language. From a few structural patterns, there is infinite variety in what we can say. Because of structure, most of what we say every day is absolutely original and was never said or heard before. To master the structural aspects of the language, I chose *Language Files*, 11th edition, produced by the Ohio State University's Department of Linguistics. The textbook provides readable explanations of linguistic patterns which are followed up by "practice" exercises that use the empirical method of descriptive linguistics. We will cover the first five sections of the book: the introduction, phonetics, phonology, morphology and syntax.

Course Student Learning Objectives (SLOs):

The student will be able to...

1. Understand the formal aspects of language: syntax, morphology, and phonology in English.
2. Understand language shift in sound, grammar, and meaning.
3. Understand language change in English in terms of cultural contact, globalization, and diversity.
4. Practice basic corpus analysis in order to develop a descriptive understanding of language.
5. Acquire a basic theoretical vocabulary for linguistics and English grammar.

English Program Learning Objectives:

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.

Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

Projects

1. Blackboard Discussion posts on Lerer's *Inventing English*. (5/150 points)
2. Quizzes on Lerer's *Inventing English*: midterm and final. (Each 50 points/150 total)
3. "Practice" exercises in *Language Files*. (5 @ 60 points each/300 total)
4. Term Paper on a linguist or philologist from history (300 points total; including statement of purpose and peer review 25 points each)
5. Class Participation (100 points)

1. Blackboard Discussions (150 points; 30 points each post, 5 total)

These are essentially short response papers of 300-500 words in length. Identify a passage with a topic that interests you. Then interpret, elaborate, apply or question the ideas in the passage.

2. Quizzes on Lerer's *Inventing English* (100 total points/ Each quiz 50 points)

These will be small scale, low stakes quizzes with multiple choice questions. The goal of these quizzes is to get read and retain key terms and concepts. We will have one quiz after reading the first half of the book around week four and a second quiz during exam week.

3. "Practice" exercises in *Language Files* (400 points; 5 exercises at 80 points each)

These exercises come from the “practice” section at the end of each unit in the *Language Files*. I will try to limit the scale of the assignments. You will have to turn in about one set of exercises per week through the middle 10 weeks of the course.

4. Term Paper on a Linguist or Philologist in History (300 points including statement of purpose and peer review)

Please submit a statement of purpose one month prior to submitting the paper. Your paper must provide linguistic examples and you must analyze the examples in terms of structure. What did the linguist think an aspect of language ranging from the history of language, to artificial language, from language development in children, to animal language and writing systems?

GRADING

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

Projects	Due Date	%	Points
Discussions	5 posts	15	150 (30 points each)
Quizzes on Lerer	3 50 points each	15	150
Practice Exercises	5 total, 60 points each	30	300
Term Paper	Semester End	30	300
Class Participation		10	100
Total Points Available		100	1000

Deadlines

Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard

If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or <https://techassist.sulross.edu>

Accommodating Students with Disabilities

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request.

Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Writing Center and Academic Learning Center

The Writing Center is located in MAB 102 and the Academic Learning Center is located in FH 213. Tutors are available to help you with any problems you may have with an assignment. Take advantage of this service any time you need help. The tutors are there for you. You may contact the Writing Center at extension 8270 and email writing@sulross.edu

Plagiarism and Academic Integrity

Dishonest acts, such as plagiarism (using words or a specific author's ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an "F" on the assignment and may lead to a disciplinary hearing conducted through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is fair or not, please ask before turning in the work that you have a question about.

Course Calendar

Dates	Activities	Readings	Notes
Week 1			
1.13-15	History of English		
Week 2			
1.22	History of English Monday, January 20 Martin Luther King Holiday	Lerer Chapters 1-3	Discussion Response Post Due on Lerer Reading
Week 3			
1.27-29	History of English	Lerer Chapters 4-5	Discussion Response Post Due on Lerer Reading
Week 4			
2.3-5	Introduction What is Language?	Language File 1 1 -12	Quiz on Lerer 1-5 Open thru 2.23 Discussion Response Post Due on Lerer Reading
Week 5			
2.10-12	Introduction	Language Files 1 13 -32	
Week 6			
2.17-19	Phonetics	Language Files Phonetics 39-63	Practice Exercise 1 Introduction
Week 7			
2.24-26	Phonetics	Language Files Phonetics 64-94	
Week 8			
3.2 – 4	Phonology	Language Files Phonology 107-121	Practice Exercise 2 Phonetics
Week 9			
3.9 - 11	Spring break	Spring break	Spring break

Week 10			
3.16-18	Phonology	Language Files Phonology 122-140	
Week 11			
3.23-25	History of English	Lerer chapters 6 - 10	Practice Exercise 3 Phonology 4.1 Statement of Purpose for term paper due - EC
Week 12			
3.30 – 4.1	Morphology	Language Files Morphology 153-170 (Reduces morphology exercises by half)	Practice Exercise 7 Quiz on Lerer 6-10 March 30: Last day for instructor initiated drop for excessive absences. April 3: Last day to withdraw with a W.
Week 13			
4.6-8	Syntax	Language Files Syntax 195 -210	Practice Exercise 4 Morphology
Week 14			
4.13-15	Syntax	Language Files Syntax 211 -229	
Week 15			
4.20-22	History of English	Lerer chapters 11-12 Standardization and Johnson's dictionary	Due Date for Term Paper April 20 Practice Exercise 5 Syntax
Week 16			
4.27-29 4.30 Dead Day	History of English	Lerer Chapters 14 American Dialects	Discussion Response Post Due on Lerer Reading
Week 17			
5.5 10:15 am Final	Quiz on Lerer 50 points May 5, 10:15 am: Final Exam 5.7 Grades due for graduating seniors 5.11 Grades due for continuing students		Quiz 3 on Lerer 11, 12, 14 Discussion Response Post Due on Lerer Reading