**UNIVERSITY OF CENTRAL ARKANSAS**

## ENGLISH 4360/5360 HISTORY AND STRUCTURE

**OF THE ENGLISH LANGUAGE**

**POLICIES AND PROCEDURES**

**FALL 2022**

**Instructor**: Dr. Dwayne C. Coleman **CRN**: 11553/11569

**Office**: Irby 317H **Time**: TR 2:40pm-3:55pm

**Virtual Office Hours**: MWF 10:00am-noon **Place**: Irby 312

(or by appointment; video conferencing can be arranged)

**Phone**: 450-3488 (office)

**E-mail**: dcoleman@uca.edu

**Introduction:**

Please read these policies carefully and familiarize yourself with them. You will get the most out of this class—and will help me do my job better—if you observe some ground rules:

1. All students are expected to know and comply with university policy related to Covid-19. For information and resources, see <https://uca.edu/coronavirus/>.
2. Each of us will take responsibility for ourselves.
3. Every student must fill the same set of requirements for this class.
4. You will be honest. You will treat all communications, synchronous or asynchronous, associated with the class as though they are occurring within a real classroom and behave accordingly.
5. You will attend class, stay engaged with the class, and be ready and willing to participate in all class activities.
6. You will complete all assignments on time.
7. You will be treated as a student, not as a customer.
8. You will take time to study, carefully prepare assignments, and use other resources if needed, regardless of your schedule or other responsibilities. I have taken care not to overload you, but you will still have to work time for this course into your daily schedule.
9. **You will take the initiative in working on the assignments for this course; you will need to be a self-starter.**

In short, you will conduct yourself as a university scholar, with integrity and professionalism

**Course Description:** According to the catalog, ENGL 4360/5360 is “a survey of English from the Anglo-Saxon to the modern period. Attention will be paid to the social, political, and literary matrix within which the language developed. Lecture, discussion, writing.”

**Required Texts:**

Algeo, John and Carmen Acevedo Butcher. *The Origins and Development of the English Language*. 7th edition. Boston: Cengage, 2010. ISBN 9781133307273 [referred to as ***ODEL*** below]—**You do not need to buy this textbook as I will post copies of the chapters to Blackboard. You can and should access it in Blackboard, and perhaps download your own copy, when I assign readings from it.**

You should also have a good comprehensive hardcover dictionary with etymological entries.

**Links:**

Online Old English guides and dictionaries:

http://www.utexas.edu/cola/centers/lrc/eieol/engol-0-X.html

<http://www.wmich.edu/medieval/resources/IOE/index.html>

http://faculty.virginia.edu/OldEnglish/

Online Middle English guides and dictionaries:

<http://www.haverford.edu/engl/chaucer/grammar.htm>

<https://quod.lib.umich.edu/m/middle-english-dictionary/dictionary>

<http://www.towson.edu/~duncan/glossary.html>

<http://www.pbm.com/~lindahl/concise/concise.html>

**Course Goals/ Objectives:** In ENGL 4360/5360, each student will pursue a number of goals, which include the following:

1. Students will understand how to use the *Oxford English Dictionary* and the International Phonetic Alphabet.
2. Students will understand how the modern Roman alphabet developed and will recognize symbols used in earlier English writing.
3. Students will understand basic concepts regarding grammar, morphology, and phonology as they apply to the English language.
4. Students will learn and understand Grimm’s Law and Verner’s Law and will understand familial relationships among world languages.
5. Students will recognize the sounds and structure of Old English.
6. Students will be able to identify factors that influenced the development of Middle English and will recognize differences in dialects.
7. Students will recognize sounds, spellings, forms, and syntax of Early Modern English.
8. Students will be able to identify national and regional differences in contemporary English.
9. Students will understand the factors that create semantic and vocabulary change in English as a living language.
10. Since this course fulfills the upper-division UCA Core requirement for Communication, another goal is that will demonstrate the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups

**Class Requirements:**

You are expected to perform the following tasks:

1. C**lass attendance:** Until further notice, this class is a traditional in-person course. Only a limited number of absences will be allowed, and otherwise you should plan to be in the classroom on each class day, Tuesday and Thursday, for the duration of the semester. See the **Attendance and Class Conduct Policy** for further details.

2. Read all assigned pages and complete assigned handout exercises. These will be discussed in class.

3. Retain information from class lectures and discussions. All such material may appear as items on exams. 4. Prepare for frequent quizzes and class exercises.

5. Take and pass five exams of varying formats.

6. Write one paper over the course of the semester.

7. Graduate students: Compile one annotated bibliography of scholarly linguistic resources relating to a topic of your choosing.

8. Attend every class and engage in the activities of the class.

**Assignments and Grading:**

**On Blackboard, on the Online Classroom you will find** a series of numbered and labeled content folders, one each for each unit. We have five units: Origins and Foundational Concepts of Language; The Origins of English and Old English, Middle English, Early Modern English and the Great Vowel Shift, and American English and Current English. Each folder will contain the following: a listing of the reading assignment in the textbook, an outline for the unit which will guide our discussions and highlight key concepts taken from the textbook, and 1-3 exercises, often with answer keys. I will also post the exams in the corresponding unit folder.

**Undergraduates:**

Five exams during the term: exams 1 and 2 100 points each = 200 points

exams 3-5 150 points = 450 points

One paper written during the course of the term 200 points

Class exercises 150 points

**Graduate Students:**

Five exams during the term: exams 1-3 100 points each = 300 points

exams 4 and 5 150 points each = 300 points

One paper written during the course of the term 200 points

Class exercises 100 points

One annotated bibliography 100 points

**And so, grading is on the following scale:**  A 1000-895 points

B 894-795

C 794-695

D 694-595

F 594 and under

**Grading Policy**

1. Grading will be rigorous and exacting as a course of this importance demands.

2. Please do not inform me of your desires or requirements for a certain grade. You are responsible for earning whatever grade satisfies you.

3. In addition, I cannot grade on effort, but I must base all grades on the submitted product of your effort. Part of the task of becoming a successful student is learning how to expend effort in the most efficient way.

4. I will not give extra credit assignments for the purpose of improving a student’s grade in the class.

**The Office of Accessibility Resources and Services (OARS):** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Office of Accessibility Resources and Services (OARS) at 450-3613.

**Academic Honesty and Policies:**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

For this class, any discovered instances of cheating or plagiarism WILL result in a ZERO for the assignment and will likely result in failure of the course. Plagiarism includes piecing together phrases, sentences, paragraphs, or ideas from sources without documentation as well as submitting work that has been composed wholly or in part by someone else. The plagiarized work will also be kept on file in the English Department, and the student may be subject to other sanctions and processes pending the revision of the University’s policy on cheating.

**Sexual Harassment Policy and Title IX disclosure:** Please familiarize yourself with the University’s policies concerning sexual harassment in the current UCA *Student Handbook*.

In furtherance of its core values— academic vitality, integrity, and diversity—UCA is dedicated to promoting a campus community free from discrimination. Title IX of the Education Amendments Act of 1972 requires all educational institutions to address gender-based discrimination on campus, and UCA implements these Federal requirements through a fair, consistent, and appropriate process of investigation and adjudication. Please see UCA’s Title IX website (<https://uca.edu/titleix/>) for the university’s policy, relevant forms, training opportunities, and related information.

**Emergency Procedures:** An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS and Building Emergency Plan (BEP) documents for most buildings on campus are available at <https://uca.edu/go/bep-library>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Attendance and class conduct:**

* We will maintain standards and deadlines for our attendance and performance in the course. Regular attendance in-person is required. Assignments need to be turned in by the announced due dates, and grades with rigor will be assigned. This adjustment may come as a shock to some after so many concessions were made during the pandemic, but in order for your grade in this course to mean something, we must have real, definite criteria for assessing your performance on assignments. However, Covid-19 is still with us as a health threat, and we may still need to make some adjustments along the way. All students are expected to comply with the University policy regarding Covid-19 (see <https://uca.edu/coronavirus/>).
* If you intend to make a premium grade (A or B), you should attend class as frequently as possible, preferably every day, and perform tasks to stay engaged with the course. Students who accumulate more than six (6) unexcused absences will be required to consult with me about their attendance and their commitment to complete the course. Students with more than eight (8) unexcused absences will be advised to drop the course. Documentation of the reason for absence must be presented to me in order for an absence to be excused.
* Attendance includes being prepared for class. **Therefore, students who do not bring the appropriate materials to class and use them will be counted absent.**
* Students who are quarantined for testing positive for Covid-19 may have their attendance requirements adjusted and may rejoin in-person attendance once healthcare professionals deem it to be safe. Documentation must be presented to me in order for this adjustment to be made.
* Class meetings will begin and end at the agreed upon time. They will be in the classroom announced in the course schedule unless otherwise advised.
* You should do your best to keep up with the readings. **Please notify me of any planned gaps in your engagement with the course in advance.**  **If some factor has caused you to miss a deadline or due date in the course, please contact me as soon as possible and arrange to make up the uncompleted work. Please let me know if they are any factors potentially effecting your completion of the course as soon as possible. Communication is crucially important on this issue.**
* **Communication:** The best way to communicate with me will be my UCA email address dcoleman@uca.edu, and you need to use your UCA account for issues related to this class. Please do not send me messages through Blackboard as it is too hard to sift them out from the boatload of messages that Blackboard generates for instructors. If you need to speak to me, I will hold office hours Monday, Wednesday, and Friday, from 10:00am-noon. I will be in my office, but please try to make an appointment if you need to see me in person. You may also reach me by my office phone 501-450-3488 or make an appointment.
* This class runs from Thursday, August 25 to Thursday, December 15 (final exam day). Be careful to keep these dates in mind when making any plans involving holiday travel or other occasions that will affect your completion of the course. Make sure family and friends know about the policy if they’re making travel arrangements or other plans for you.
* Last, but not least, please make note of this drop date for this semester: **Wednesday, November 16, 2022**—Last day to drop with a grade of W. After that day, only A, B, C, D, or F will be awarded.
* Please do not bring food into the classroom. Drinks (non-alcoholic, of course) are permitted, but you are asked to clean up any spills yourself.
* **If we are required to pivot to remote instruction for a limited time**, all of the above conditions will remain except in-person class attendance will be suspended for the defined duration. All classroom discussion and lecture will be conducted on Zoom, and you will only be counted absent if you don’t attend synchronously. If socially distanced in-person attendance is allowed, classes will be divided into groups attending in-person on different class days such that the appropriate distancing can be maintained in the given classroom.
* **If we are required to pivot to remote instruction at some point for the remainder of the semester**, most classroom discussion and lecture will be conducted on Zoom, and you will only be counted absent if you don’t attend synchronously on designated synchronous days. In order to avoid “Zoom fatigue,” a limited number of days (perhaps once every two weeks) may be converted to asynchronous class activities that must be completed and submitted before the end of the class day. These activities will count for points in the “Class Exercises” category of assignments.

**Schedule and Readings (Assignments to be read or completed before class on day listed):**

Schedule may be subject to some changes.

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| **Tuesday** | **Thursday** |
|  | August 25  Introduction and Organization |
| August 30  **Read**: ODEL chapters 1-2,  **Discussion:** Basic Linguistic Concepts, Origins of Language, and the OED Online | September 1  **Discussion:** Using the OED; the Sounds of English  **Assignment:** Brief OED exercise; **Paper: Linguistic Autobiography Assigned (Due December 1)** |
| September 6  **Read**: ODEL chapter 3  **Discussion:** Writing Systems and the Evolution of Writing | September 8  **Discussion:** Reviewing Topics  **Assignment:** Chapter 1-3 review drills |
| September 13  **Discussion:** Chapter 1-3 review drills; **Assignment: EXAM ONE on chapters 1-3 assigned** | September 15  **Read**: ODEL chapter 4  **Discussion:** Language Relationships; The Indo-European family tree  **Assignment: EXAM ONE on chapters 1-3 due by the end of the day** |
| September 20  **Discussion:** Germanic Languages and the First Sound Shift (Grimm’s Law and Verner’s law)  **Assignment:** Indo-European Family tree and Chapter 4 drills (the Sound shift) | September 22  ODEL chapter 5—Old Englishand The Extremely Simplified Guide to Old English Grammar  **Discussion:** The Old English Period; OE Grammar |
| September 27  **Discussion:** OE Grammar  **Assignment:** OE Grammar Drills--Verbs | September 29  **Discussion:** Review Chapters 4-5  **Assignment:** Chapter 4 drills and OE Grammar Drills |
| October 4  **Discussion:** OE Translation  **Assignment:** OE translation Practice | October 6  **Discussion:** OE Translation  **Assignment:** OE translation Practice |
| October 11  **Discussion:** Review Chapters 4-5 drills  **Assignment: EXAM TWO on chapters 4-5 assigned** | October 13  **Read**: ODEL chapter 6  **Discussion:** Middle English, historical context  **Assignment: EXAM TWO on chapters 4-5 due by the end of the day** |
| October 18  **Discussion:** Key Changes from Old English to Middle English  **Assignment:** Middle English drills; **Assignment for Grad Students: Annotated Bibliography formally assigned (due November 8)** | **October 20**  **Fall Break—NO CLASS** |
| October 25  **Read**: The Extremely Simplified Guide to Middle English Grammar  **Discussion:** Key Changes from Old English to Middle English (continued) | October 27  Key Changes from Old English to Middle English (continued)  **Assignment:** Middle English drills |
| November 1  **Discussion:** Review Unit Three  **Assignment: EXAM THREE on chapter 6 assigned** | November 3  Unit Four Early Modern English:  **Read and discuss**: ODEL chapters 7 and 8: Early Modern English  **Assignment: EXAM THREE on chapter 6 due by the end of the day** |
| November 8  Unit Four Early Modern English  **Assignment for Grad Students: Annotated Bibliography due by the end of the day** | November 10  Unit Four Early Modern English—exercises due |
| November 15  Unit Four Early Modern English—Review and drills  **Exam Four on Early Modern English assigned** | November 17  **Unit Five: Read ODEL Chapters 9-12**: the Highlights—American English and Current English  **Exam Four on Early Modern English due by the end of the day** |
| November 22  **Unit Five,** Chapters 9-12: the Highlights—American English and Current English—exercises | **November 24**  **Thanksgiving Break—NO CLASS** |
| November 29  **Unit Five,** Chapters 9-12: the Highlights—American English and Current English—exercises | December 1  **Unit Five,** Chapters 9-12: the Highlights—American English and Current English—exercises  **Assignment: Linguistic Autobiography Due by the end of the day** |
| December 6  **Unit Five,** Chapters 9-12: the Highlights—American English and Current English—exercises | December 8  Concluding Matters  **Exam Five on Current English posted, due by December 7, by the end of the day** |
|  | December 15  **Final Exams: Exam Five on Current English due by the end of the day** |