

Syllabus for
WRT 355—History of the English Language
TESL 573—History and Structure of English
ESL 452—History of the English Language
3 Credit Hours
Spring 2001

I. COURSE DESCRIPTION

Acquaints students with the evolution of the English language. Presents various aspects of the history of the language, including changes in pronunciation, grammar, syntax, vocabulary, grammatical theory, spelling, orthography, and meaning. Focuses on linguistic tools as well as concepts such as the interaction of society, thought, culture, and language
Prerequisites: None

II. COURSE GOALS

This course is designed to help students have a better understanding of modern English by studying how English has changed. Learning this can enable students to understand more fully earlier literature written in English and the historic events that have influenced the English language. The course also seeks to acquaint students with linguistic theory—such as how language and culture and thought intertwine and how all languages change—thus equipping students with a better understanding of various cultures and with a better ability to "go into every person's world."

III. COURSE OBJECTIVES

A. Terminal Objectives

By the end of the course, successful students will be able to identify and discuss the following:

1. prevalent linguistic theories (SC 1, 6)
2. the International Phonetic Alphabet (SC 1, 2)
3. the origins and development of English (SC 1, 5)
4. specific characteristics in Old English, Middle English, and Modern English (SC 1, 4, 5)
5. current issues in English language studies (SC 1, 4, 5, 6)
6. the origin, development, and present state of English grammatical theory (SC 1, 5, 6)
7. significant semantic changes (SC 1, 4, 5)
8. the expansion of English around the world (SC 5, 6)
9. the Sapir-Whorf hypothesis (SC 2, 5, 6)
10. the development and distinctions of various English dialects today (SC 1, 4, 5, 6)
11. major events that shaped the English language (SC 1,5)

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies (SC):

- SC 1 Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic).

- SC 2 Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages.
- SC 4 Communicates effectively in speaking and writing, using appropriate language conventions.
- SC 5 Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly.
- SC 6 Uses the understanding of language acquisition and language learning processes to develop student proficiencies and to modify instruction for second-language learners.

IV. TEXTBOOKS

- A. Required Textbooks
Culpeper, Jonathan. History of English. London: Routledge, 1997.
Graddol, David, Dick Leith, and Joan Swann. English History, Diversity and Change. London: Routledge, 1997.
- B. Required Materials
Packet of materials available from the Copy Center (LRC 3rd floor)

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 - 2. Double cuts will be assessed for absences immediately preceding or following holidays.
 - 3. Excessive absences can reduce a student's grade or deny credit for the course.
 - 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 - 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
 - 6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Department Policies and Procedures
 - 1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may also adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
 - 2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
 - 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled.

Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.

- b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

- 4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
- 5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
- 6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
- 7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

- C. Course Policies and Procedures
 - 1. Evaluation Procedures

- a. This course consists of lecture/discussion, research reports, essays, videotapes, class presentations, various homework assignments, and quizzes and tests. Grades are given based on points earned for each of the assignments.
 - b. Possible points for assignments and tests are as follows:
 - Essays=50 points
 - Quizzes=10-20 points
 - Tests=50-100 points
 - Worksheets, exercises, homework=5-15 points
 - Annotated bibliography, word origins assignments=20 points
 - c. Graduate students in TESL-573 (History and Structure of English) need to complete additional assignments and exam questions.
2. Portfolios
English and writing majors should retain one essay for their portfolios.

VI. COURSE CALENDAR

Weeks 1-4	Unit I—The Nature of Language Graddol text Chap. 1—English Voices Chap. 9—Good and Bad English Chap. 7—Accents of English Culpeper text Chap. 5—New Words from Old Chap. 6—Changing Meanings Video tape #1—An English-Speaking World Worksheets IPA group project; IPA consonant chart; IPA vowel chart Exam at the end of this unit
Week 5-8	Unit II—Old English Graddol text Chap. 3—The Origins of English (pp. 95-120) Chap. 2—English Manuscripts Culpeper text The Birth of English: Clues in Place Names Chap. 8—Grammar I: Nouns Chap. 9—Grammar II: Verbs Video tape #2—The Mother Tongue Video tape #6—Black on White Worksheets Old English maps and worksheets; OE translation; OE IPA Essay #1 due Exam at the end of this unit
Weeks 9-11	Unit III—Middle English Graddol text Chap. 3—The Origins of English (pp. 120-132) Chap. 2—English Manuscripts (pp. 41-63) Culpeper text Chap. 10—Dialects in British English Chap. 6—Changing Meanings

Video tape #4—A Muse of Fire

Worksheets

Middle English maps and worksheets; ME translation; ME IPA

Essay #2 due

Exam at the end of this unit

Weeks 12-15 Unit IV—Early Modern English

Graddol text

Chap. 4—Modernity and English as a National Language

Chap. 5—English—Colonial to Postcolonial

Chap. 2—English Manuscripts (pp. 64-71)

Culpeper text

Chap. 2—Investigating Change in English

Chap. 3—Spellings and Speech Sounds

Chap. 4—Borrowing Words

Chap. 11—Standardization

Video tape #7—Pioneers! O Pioneers!

Exam at the end of this unit

Week 16 Final exam

VII. ASSESSMENT SUMMARY