

ENGLISH 343: HISTORY AND VARIETIES OF ENGLISH

SPRING 2017

CONTACT DETAILS

Instructor: John M. Ware

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Office hours: R: 4:00-5:00, W/F: 2:00-3:30.

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COURSE MATERIALS

Anne Curzan and Michael Adams, *How English Works*, 3rd ed. (Pearson, 2012).

Supplementary readings will be made available through Moodle as pdf files.

COURSE DESCRIPTION

English 343 involves the study of the history of the English language in order to better understand its origins, development, and variety of forms. The course can be viewed as having four sections: an introduction to the concept of language study and language record, English sounds and words (phonology and morphology), the origins and development of English, and language variation and American varieties. Although this course does not have any prerequisites, those with prior study of English grammar and usage will find some concepts such as morphology more immediately familiar. Because of its linguistic focus, English 343 crosses disciplines (the natural sciences, the social sciences, and the humanities) and subject areas within disciplines (English, philosophy, and history). Some aspects of 343's scope require that participants engage with language use while at the same time maintaining sensitivity to attitudes toward language use. Disparaging terms based on race and ethnicity, sex, or sexual orientation provide one example of a relevant, if highly charged, topic within the study of the history and varieties of English. Productive classroom discussion requires each contributor's tact and maturity.

COURSEWORK

The graded assignments for English 343 include a journal, a midterm exam, a final exam, and a group project.

Course Blogs. We will have three course blogs running in Moodle, each with a different theme: "Language in the News" will deal with issues related to language that appear in newspapers or popular serial publications such as *Time* or *Newsweek*; "Language in a Digital World" will involve resources, sites, or other digital spaces oriented to language issues (varying from the academic, such as *Language Log*, to the more popular, such as *U.S. English*); and "Responses to the Reading" provides an opportunity for you to develop or extend ideas related to any of the assigned readings (responses can include research). Feel free to attach media to your posts, but know that the upload limit is 20 MB; you'll need to link to anything larger than that.

Midterm examination. The midterm examination will involve material from the textbook and supplementary readings discussed in class.

Final examination. The final examination will involve material from the textbook and supplementary readings covered since the midterm. The “Discussion” section of the exam may benefit from familiarity with material covered by the midterm.

Group project. Students will be asked to divide into groups, select a project, and present to the class. See the “Group Project Guidelines” for a more detailed discussion of this assignment.

In addition to the above assignments, I expect you to attend class regularly and on-time, complete the assigned reading, and contribute to class discussion.

ATTENDANCE AND PARTICIPATION

Attendance, preparation, and participation contribute 20% to your final grade. A general, but not binding, way of conceiving of the effect of attendance on your grade is as follows: with 1-3 absences, you may still earn an A in attendance; with 3-5 absences, you may still earn a B in attendance; with 5-7 absences, you may still earn a C or a D in attendance; with 7-9 absences, you will likely receive an F (00) in attendance; with more than 9 absences, you will not get credit for this course. Alert me to necessary absences and unusual circumstances; retain documentation of absences. With supporting documentation, absences due to official college events will not negatively affect your grade, but they will count as absences.

If you enter class after I have checked the roll, you are late, and it is your responsibility to see me immediately after class to be certain that I count you as present. If you are more than 10 minutes late to class, you are welcome to stay, but I will not give you credit for having attended.

GRADES

- Midterm Examination (20%)
- Final Examination (20%)
- Group Project (20%)
- Blog (20%)
- Attendance and Participation (20%)

Grades are represented on a 100-point scale, but you can convert them to a letter grade according to the following:

- 93-100: A; 90-92: A-
- 87-89: B+; 83-86: B; 80-82: B-
- 77-79: C+; 73-76: C; 70-72: C-
- 60-69: D
- 00-59: F

Your grade is something you earn, and you have every right to be concerned about it. Please visit me during my office hours or schedule a time to meet with me if you have any questions or concerns about your grade.

MOODLE

This course will rely on Moodle for the distribution of some assignments, the online gradebook feature, and the submission of reading journals.

OFFICE HOURS, EMAIL, PHONE

Office hours are times during which you can drop by my office without prior notice and with the assurance that I will be there unless I have indicated otherwise. Please take advantage of this time to discuss any aspects of this class. I will gladly meet with you at other times; we simply need to arrange to do so. My office phone number is 597-4362, but the most effective way to contact me is by [email](#).

THE HONOR CODE

The Wofford College Honor Pledge charges students to uphold the integrity of the College. In this course, we will discuss methods by which writers clearly signal material derived from an outside source and incorporated into their own work through quotation, paraphrase, or summary. Failure to properly acknowledge one's sources or to appropriately quote, paraphrase, or summarize constitutes plagiarism, which is an honor code violation.

All writing for this class is to originate with this class. If you wish to use writing from an earlier point in your academic career, you need to discuss this matter with me prior to submitting any assignment.

CLASSROOM POLICIES

Food, phones, laptops/tablets.

OTHER RESOURCES

Wofford College offers services related to students' academic performance and personal wellbeing: [The Reading, Writing, and Research Center](#) and [the Wellness Center](#).

Monday	Wednesday	Friday
[1] 2/6	[2] 2/8 Reading 1: Trudgill	[3] 2/10 C/A: ch. 1 (through 20) <u>Blog and Response this week</u>
[4] 2/13 C/A: ch. 1 (finish)	[5] 2/15 Reading 2: Pyles and Algeo (through 84)	[6] 2/17 Pyles and Algeo (finish) <u>Blog and Response this week</u>
[7] 2/20 C/A: ch. 2 (through 44)	[8] 2/22 C/A: ch. 2 (finish)	[9] 2/24 Reading 3: Smith <u>Blog and Response this week</u>
[10] 2/27 C/A: ch. 3 (through 77)	[11] 3/1 <u>[No class this day]</u>	[12] 3/3 <u>[No class this day]</u> <u>Blog and Response this week</u>
[13] 3/6 C/A: ch. 3 (finish)	3/8 Reading 4: Carney	[15] 3/10 C/A: ch. 4 (through 110) <u>Blog and Response this week</u>
[16] 3/13 C/A: ch. 4 (finish)	[17] 3/15 Review	[18] 3/17 <u>Midterm Exam</u>
[19] 3/20 Reading 5: Slang	[20] 3/22 Reading 6: Student Projects	[21] 3/24 <u>Groupwork on Projects</u> <u>Blog and Response this week</u>
[22] 3/27 C/A: ch. 13 (through 431) Reading 7: Old English	[23] 3/29 C/A: ch. 13 (through 440) Reading 8: Middle English	[24] 3/31 C/A: ch. 13 (finish) Reading 9: Early Modern English <u>Project Proposals Due</u> <u>Blog and Response this week</u>
[--] 4/3 <u>Spring Recess</u>	[--] 4/5 <u>Spring Recess</u>	[--] 4/7 <u>Spring Recess</u>

[25] 4/10 C/A: ch. 14 (through 470)	[26] 4/12 C/A: ch. 14 (finish)	[27] 4/14 Reading 10: World English(es) <u>Blog and Response this week</u>
[28] 4/17 C/A: ch. 11 (through 360)	[29] 4/19 C/A: ch. 11 (finish)	[30] 4/21 Reading 11: Language & Gender <u>Blog and Response this week</u>
[31] 4/24 Reading 12: Eckert	[32] 4/26 Reading 13: Harrison	[33] 4/28 C/A: ch. 12 (through 402) <u>Blog and Response this week</u>
[34] 5/1 C/A: ch. 12 (finish)	[35] 5/3 Reading 14: AAVE	[36] 5/5 <u>Groupwork on Projects</u>
[37] 5/8 Presentations	[38] 5/10 Presentations	[39] 5/12 Presentations
<u>Exam: Wednesday, May 17, 9:00-12:00</u>		

ENGL 343: GROUP PROJECT GUIDELINES

Students will divide into groups of two or three, select a project option, complete that project, and present it to the class. There are two project options: research into a topic relevant to the course or development of a linguistic study.

Option 1: Study of a topic relevant to the course. Group members will research a topic (for instance, new words, early Modern English grammar books, Noah Webster, African American English, or English dialect literature), prepare two documents that present the group's findings, and lead class discussion of that topic.

Option 1 Requirements

Research. Research will consist of at least six readings drawn from various sources. At least four sources should be academic—either chapters from academic books or articles from peer-reviewed publications. The group will prepare an annotated bibliography that includes a citation for each source (in MLA format) followed by a three-four sentence summary of the source. Summaries should strive for an objective recapitulation of the source's primary points. The bibliography is due on the last day of class and should be uploaded to Moodle.

Synthesis. The group will synthesize the material covered in its research into a discussion of the topic that ranges from 1000-1500 words. The format of this document should be that of an encyclopedia entry. Open with a succinct description or definition of the topic as it relates to linguistics. The following paragraphs will discuss the topic in more detail and may end with specific examples if appropriate. Avoid lengthy quotations, but document paraphrases, quotations, or summaries. At the end of the entry, include the names of the group members followed by any references or material for further reading. Consider your class-mates as the audience for this writing. The entry is due on the last day of class and should be uploaded to Moodle.

Class discussion. Groups will be responsible for leading class discussion of their topic on a designated day (during the last two weeks of the semester). As part of this discussion, the group should distribute a reading assignment for the class. The class meeting should combine delivery of information about the topic by group members with class-wide discussion of the assigned reading.

Self-evaluation. Each member of the group will be required to submit an account of their contribution to the completion of the project and to assess whether everyone in the group deserves the same grade.

Evaluation. Grades of projects will be determined by the completion of required material, the extent to which required material meets the conditions noted above, and the extent to which the material meets, exceeds, or falls below expectations. Expectations for the bibliography include an appropriately formatted list of sources followed by concisely written summaries of the information in those sources. Expectations for the synthesis include a succinct yet informative definition and elaboration on the topic researched. The synthesis should avoid stringing together summaries from the bibliography. Expectations for class discussion include a relevant and engaging reading assignment, coherent delivery of material gleaned from research, and stimulation of class discussion.

Option 2: Study in linguistics. Group members will identify a linguistic feature of a population that they would like to study (for instance: style shifting, slang, perceptions, or the incidence of particular usages), develop a method by which to collect relevant information (typically, samples of language use), conduct the study, and discuss their findings with the class. A good example of the structure of a sociolinguistic study is provided in Curzan/Adams, exercise 11.3 (1, 2, and 5). 11.3.5 provides the most detailed example. The number of individuals studied should be determined by the subject of the study, the methods, and the time frame.

Option 2 Requirements

Proposal. The proposal has two parts. Part one consists of a 250-word statement in which the group details what it wants to study, how it will go about it, and what it expects to find. The proposal should indicate the anticipated responsibilities of each member of the group and a schedule for conducting the study.

Part two includes a guide study—published research pertaining to your topic. Locate a guide study by searching the appropriate databases such as JSTOR. You're not being asked to replicate that study, but to gain some information on the topic you're interested in and also a sense for how such studies are conducted.

Proposals should be submitted to Moodle by March 31. It is likely that we will need to meet to discuss the proposal before you actually conduct the study.

Consent. If you're conducting studies on the language use of people, you'll need to gain consent from the individuals whom you study prior to collecting material from them. A consent form is located in Moodle.

Report. After collecting data, the group should compose a single document that communicates the purpose, method, results, and conclusions of the study. The report should contain the following sections: introduction (offers overview of the subject, expectations regarding the study, and brief account of the study's significance), methodology (details the manner in which you conducted your study), data (provides compilation of the material collected in the study), and discussion/conclusions (explains the material compiled and attributes significance to the study's findings). The report should be submitted to Moodle by the last day of class. In addition to the electronic file, consent forms and data used to arrive at conclusions need to be submitted in hardcopy or cd (if using audio files or images).

Class discussion. Groups will be responsible discussing their study with the class on a designated day (during the last two weeks of the semester). Discussion should involve each aspect of the study: topic, methodology, data, and conclusions.

Self-evaluation. Each member of the group will be required to submit an account of their contribution to the completion of the study and to assess whether everyone in the group deserves the same grade.

Evaluation. Grades of projects will be determined by the completion of required material, the extent to which required material meets the conditions noted above, and the extent to which the material meets, exceeds, or falls below expectations. Expectations for the proposal include a focused topic, an appropriate and executable method, and the identification of a relevant guide study. Expectations for the report include detailed responses to each of the required sections. Expectations for class discussion include an engaging relation of the conduct of the study and discussion of its conclusions and significance.