

**English 326-01** History of the English Language  
MWF 12:00 a.m.-12:50 a.m. B 245

**Texts:**

*Discovering Grammar: An Introduction to English Sentence Structure.* By Anne Lobeck. Oxford University Press, 2000.

*Language: Readings in Language and Culture.* Sixth Edition. Edited by Clark, Eschholz, and Rosa. St. Martin's, 1998.

Smith, Jeremy J. *Essentials of Early English: An Introduction to Old, Middle and Early Modern English.* Second Edition. Routledge, 2005.

*Cross-Talk in Comp Theory: A Reader* Second Edition NCTE Publisher. Edited By Victor Villanueva

*A Rhetoric for Writing Teachers* Fourth Edition by Erika Lindemann.

A hardbound dictionary is recommended.

**Description:** English 326 examines the history of English, as well as the pedagogical dimensions of grammar and usage conventions of English. The course provides an introduction to the study of language (phonology, morphology, syntax, semantics).

Course objectives include:

- To explore how transformational-generative grammar represents a revolution in linguistics.
- To recognize that all languages are in transition and all, from a linguist's point of view, are morally equal and usually functionally equal
- To demonstrate a knowledge of the difference between prescriptive and descriptive grammar
- To define and apply the terminology of English linguistics
- To recognize and deploy the elements of English phonology
- To demonstrate familiarity with the elements of English morphology

**Course Policies and Grades:** A good excuse, a really good reason for missing class, is not the same as coming to class. Some days I will check progress toward significant assignments and look at exercises, and so missing those classes will hurt your grade in a minor way. *Missing 13 times means you fail the course.* Essays due in 5<sup>th</sup> and 14<sup>th</sup> weeks: 16% each. Project due November 5: 32%. Final exam: 18%. Exercises and reading notes: 18%.

**Plagiarism and Documentation:** I will spend some time in this course on the techniques by which student writers give credit when they borrow ideas, research, statistics, or language from sources. Failure to properly document sources is called plagiarism, and by the end of this course, I hope that no student will have a problem with it. When it is done intentionally, plagiarism is a form of academic dishonesty that should be met with failure for a course, or worse. When it is done unintentionally, professors cannot necessarily see that it is unintentional, and therefore meet it with the same penalties. So you will hear more about this concept; in the meantime, remember that changing an idea into your own words does not release you from the obligation to give credit. Also remember that the use and understanding of quotation marks is absolutely essential if you use the language of a source.

**Course Evaluations:** All students enrolled in CLAE courses are required to complete an online course evaluation. Grades for the course will not be posted until the evaluation is completed.

**Students with Disabilities:** If you need accommodations because of a documented disability, and/or if you have medical information to share with me, please discuss this with me or email me in the first two weeks. If you have not already obtained proper documentation from Disability Support Services, I will direct you to the appropriate office.

**Major Portfolios - A Reminder:** All English majors are required to submit a "Major Portfolio" (or "Senior Portfolio") before they graduate. Save your writing assignments, including the pre-writing! The requirements for the Portfolio may be found at [http://liberalarts.udmercy.edu/english/english\\_portfolio.html](http://liberalarts.udmercy.edu/english/english_portfolio.html).

**Conferences:** You may stop by the office or make an appointment whenever you want. My office is 218 Briggs, and office hours are MW 10:00-11:00 and Th 11:30-12:30. And by appointment.

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## Calendar

W Sept. 7	Synchronic Study and Diachronic Study. <i>La Langue</i> .
Week 1	Possible projects for a November 5 due date. Ohio State University Language Files, "Family Tree and Wave Models," (Clark, Eschholz, and Rosa 416-419); Aitchison, "Language Change" (Clark, Eschholz, and Rosa 431-441); Pinker, "Tower of Babel" (Clark, Eschholz, and Rosa 240-256).
Week 2	Phonetics. Callary, "Phonetics," (Clark, Eschholz, and Rosa 113-133). Assignment for 9/23: Exercise 1 (p. 117), Exercise 3 (p. 126), Exercise 5

	(p. 131), plus another couple of transcriptions that will be detailed in class.
Week 3	Phonetics, Morphology. Ohio State University Language Files, "Minimal Units of Meaning: Morphemes," (Clark, Eschholz, and Rosa 134-143); O'Grady, "Grammar and our Knowledge of Language"; Language Acquisition. Moskowitz, "Acquisition of Language," (Clark, Eschholz, and Rosa 529-555); Aitchison, "Predestinate Grooves," (Clark, Eschholz, and Rosa 560-579), and Fromkin and others, "The Development of Language in Genie" (Clark, Eschholz, and Rosa 588-604).
Week 4	Language Acquisition; CT: Readings from Section Four (be certain to cover Bruffee, Bizzell, and Min-Zhan Lu; Dialect. Markwardt and Dillard, "Social and Regional Variation" (Clark, Eschholz, and Rosa 277-291); Shuy, "Dialects: How They Differ" (Clark, Eschholz, and Rosa 292-312); Labov, "Study of Nonstandard English" (Clark, Eschholz, and Rosa 313-320); and Smitherman, "'It Bees Dat Way Some Time': Sounds and Structures of Present-Day Black English" (Clark, Eschholz, and Rosa 328-343).
Week 5	American Sign Language and Epistemological Relativism. Emmorey, "Sign Language" (Clark, Eschholz, and Rosa 78-95). Harlan Lane, "The Extrapolative Error" and Helen Keller, "The World I Live In" (photocopies); O'Grady, "Some Syntactic Fundamentals"
Week 6	Language Death, World Englishes. Earl Shorris, "The Last Word," <i>Harper's</i> August 2000. Braj Kachru, "World Englishes: Agony and Ecstasy" (photocopies); O'Grady, "Evidence for Phrases"
Week 7	Gender Variation. Both essays by Deborah Tannen (Clark, Eschholz, and Rosa 365-391); Translation and Commensurability. Gleason, "The Identification of Morphemes" (Clark, Eschholz, and Rosa 144-153).
Week 8	Jonathan Culler, "Convention and Meaning" (photocopies). Notes due on readings; Ludwig Wittgenstein, "Philosophical Investigations" (photocopies); O'Grady, "Syntax of the Verb Phrase"
Week 9	Jacques Derrida, "Sign, Structure and Play in the Discourse of the Human Sciences" (photocopies); Philosophy of language readings, continued. Aitchison, "Bad Birds and Better Birds: Prototype Theories" (Clark, Eschholz, and Rosa 225-239).
Week 10	Transformational-generative grammar. Noam Chomsky, "Syntactic Structures" (photocopies). Heny, "Syntax: The Structure of Sentences" (Clark, Eschholz, and Rosa 189-224). Exercises for 11/11 assigned (worksheet, including some from Heny's essay, such as #3, p. 207); O'Grady, "The Sentence"
Week 11	History of English: Anglo-Saxon. Roberts, "A Brief History of English" (Clark, Eschholz, and Rosa 420-430); Smith, <i>Essentials of Early English</i> , 46-73, esp. 66-72 (noun and pronoun paradigms) and 75-77 (verb conjugation paradigms). Also, passage from OE Book of Daniel translation, 175. Photocopies: Alfred's Preface to the <i>Pastoral Care</i> (20-28), and Ælfric's Homily (39-44).
Week 12	Meaning extension and contraction, borrowings, strong verbs; Middle English. See Smith, <i>Essentials of Early English</i> , 90-116; Chaucer's

	<i>Pardoner's Tale</i> and <i>Parson's Tale</i> excerpts, 172-177.
Week 13	Modern English. See Smith, <i>Essentials of Early English</i> , 124-151; Readings for this week will also include some portion of the "Language, Variety, and Culture" chapter in the Clark, Eschholz, and Rosa collection.

Some questions for you to answer about your experience of language. Consultation with others is encouraged.

1. In what manner did your parents urge you to speak? Do you remember phrases that they particularly wanted you to avoid? Any they particularly wanted you to use? What about teachers?
2. What's the rule, in your dialect and according to your thinking, for when you use "I" and when you use "me"? ("The secret is just between you and me"? "Me and Brian are going to play baseball"? "He gave I a new blender"?)
3. How does one make the plural for nouns in English? Think about speaking and pronunciation, not about writing, for this one. In other words, it's not just "Add an 's.'"
4. Can you tell a foreign speaker when to use "the" and when not to, before nouns? ("Where did you hide (the?) keys?" "I came in to escape from (the?) heat." "(The?) Houses are made primarily for shelter.")
5. Perhaps you know someone who speaks English as a second language and has a heavy accent. Which sounds does he or she have particular trouble with? What is this person's first language?

6. On the basis of your experience with a foreign language or your experience with someone who knows a foreign language or a terminology based on a foreign language, what words can you think of that seem especially resistant to translation into English?
  
7. Do you know the story of how any words originated? Interesting stories, or simply languages of origin?
  
8. Do you know any word games or tricks? Say more, even if it's just about the great word you once used (or almost used!) in Scrabble.
  
9. Have you been close to a child whose language acquisition you followed? Or have you heard tales of yours? What pattern has presented itself, or what breakthrough was memorable? Was there any frustrating part? If so, what did you do (or what do you think should have been done)? Could the failure have been a dialect variation rather than a mistake? What's the difference?
  
10. What dialect features in others' speech do you notice that clue you in to the fact that a speaker is a member of a different group from yours? Think of the expression, word, or pronunciation you pick up on.  
  
10a. Okay, now think of the person. Is the group difference a difference in profession, in race, in economics, in region, in gender?

11. Whichever group you chose for 10a, now choose a different principle for group differentiation. Think of another person, that is, and try to answer number 10 for this new person.
  
12. Can you tell, in a few minutes, any ways that the way you speak differs from the way someone else in the class speaks? Remember that there are social valuations of these sensitive issues but that for our purposes in this class, all dialects are equal.
  
13. Do you have familiarity with or fluency in another language? What?
  
14. Do you know what some of the "parts of speech" in English are? Write a few below (one example would be "verb"). Do you know what the passive voice is? Give an example of it below. Do you know what an "indirect object" is? Give an example of one below.
  
15. Can you think of any countries where English is widely spoken other than the United Kingdom, Canada, the United States, Ireland, Australia, and New Zealand? (There are correct answers for this question, but there are not exactly exact answers: English has spread almost everywhere in recent years.)