ENGL3307 History of the English Language (3 credits)
Boston College Summer Session 2017
Summer 1 (May 16-June 23)
MW 6-9:15

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Office Hours: W4-6

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a worldview that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course reads English language and culture through one another over the 1500-year history of English. and word formation. We will begin with some of the basic concepts of language and language change, including semantics (how words mean), syntax (sentence structure), phonology (where sounds come from and how they are made), orthography (the bizarre English spelling system and how it came to be), and morphology (how words are put together). From there we will move to the prehistory of English, including the Indo-European language family and where English fits into it. Then we will work chronologically, moving through Old English (before 1100), Middle English (12th-15th centuries), Early Modern English (16th-18th centuries), and Modern English (18th century-present). We will look at issues of language use, such as the notion of linguistic correctness, the construction of "standard" and "non-standard" English, "literary" language, simplified or plain language, spelling reform, pidgins and creoles, the increasing hegemony of English on a world scale, and the important variations of English around the world. Along the way, we will read historical events such as invasions, political and intellectual revolutions, immigration, emigration and cultural assimilation as shaping forces in the living entity of the language. Grammatical and linguistic terms and ideas will be explained in as much detail as necessary. No previous background in early English is required, and there will be enough language instruction to allow you to delight in the difference of more youthful Englishes.
Textbooks & Readings

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more—all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Course Objectives

1. The student will demonstrate knowledge of the origins of English, its different stages (Old, Middle, and Modern English), and the processes of growth and development between the stages, as assessed by weekly tests, a midterm exam, and a final exam.

2. The student will demonstrate awareness of the relationship between the “internal history” of English (its sounds, grammar, and vocabulary) and the “external history” of English (foreign invasions, ethnic identity, literacy, social change), and an ability to move back and forth between them, as demonstrated by in-class presentations, a final paper, and a final exam.

3. The student will demonstrate knowledge across cultural, ethnic, class, and gender settings in different historical periods, and will learn the impact of culture, gender, and age in the awareness, study, and use of the English language. For example, students will examine the deeper issues of community underlying the suppression of English under Norman kings, the growth of a literate middle class, the marginalization of regional dialects, and the approval and marginalization of varieties of English within English-speaking countries and around the world, as demonstrated by two papers and in-class presentations.

4. The student will demonstrate an awareness of the origins, functioning, and effects of different communities as demonstrated by language difference, consciousness of the ethical force of community identities and differences, and an ability to draw ethical principles from those differences. Examples include the suppression and marginalization of cultural identities, and the birth and growth of new, socially and politically engaged communities, as evidenced by all of the class assignments, but especially the in-class presentations.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Paper 1 (900-1200 words)</td>
<td>10%</td>
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<tr>
<td>Paper 2 (1800-2000 words)</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Midterm Test</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
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<td>TBD with student</td>
<td>25%</td>
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The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00), B- (2.67)
C+ (2.33), C (2.00), C- (1.67)
D+ (1.33), D (1.00), D- (.67), F (.00)

The graduate grading system for Summer Session is as follows:
A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

**Deadlines and Late Work**
Late papers will be penalized by one plus/minus per day late (including weekend days), unless documentation is provided in the form of a doctor's note or dean's letter. Since papers are due at the 6pm class, any paper turned in between then and 6pm the next day will count as one day late. Before 6pm two days later = two days late, etc. Papers will be accepted by e-mail only by prior arrangement.

**Course Assignments**
It is expected that you will spend 12 hours per week on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 12 hours per week over the semester.

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>May 15 (W)</td>
<td>Introduction: Sounds, Grammar, Vocabulary, Origins of English, Reference Tools</td>
<td>Barber, Beal, and Shaw (BBS) Chs 1-2; dictionary handout; Diagnostic Grammar Quiz</td>
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<tr>
<td>May 22 (M)</td>
<td>Indo-European, Germanic, Old English: Sounds, Spellings, Grammar, Vocabulary</td>
<td>BS Chs 3-4; PowerPoint; Quiz 1; Words of the Day</td>
<td>Panel Presentation: Correctness and Prescriptive vs Descriptive Language</td>
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<td>May 24 (W)</td>
<td>Old English: English and Non-English Ethnicities, Latin vs English</td>
<td>BS Chs 5-6; PowerPoint; Text Analysis; Quiz 2; Words of the Day</td>
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<td>May 29 (M)</td>
<td>Memorial Day</td>
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<tr>
<td>May 31 (W)</td>
<td>Middle English: Sounds, Spellings, Grammar, Vocabulary</td>
<td>BBS Ch 7; PowerPoint; Text Analysis; Quiz 3; Words of the Day</td>
<td>Panel Presentation: Bilingualism and Multi-Language Living; <strong>Paper 1 due</strong></td>
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<tr>
<td>June 5 (M)</td>
<td>Middle English: Norman Conquest, English Underground, New “Englishness”</td>
<td>PowerPoint; Text Analysis; Quiz 4; Words of the Day</td>
<td>Panel Presentation: Gender, Sexuality, and Language</td>
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<td>June 7 (W)</td>
<td>Early Modern English: Printing, Sounds, Spelling Changes, Renaissance Vocabulary; Midterm Test</td>
<td>BBS Ch 8; PowerPoint; Text Analysis; Quiz 5; Words of the Day; Midterm Test</td>
<td>Panel Presentation: Constructed Languages; <strong>Midterm Test</strong></td>
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<td>June 12 (M)</td>
<td>Early Modern English: Printing, Literacy, Rise of Middle Class,</td>
<td>PowerPoint; Text Analysis; Quiz 6; Words of the Day</td>
<td>Panel Presentation: Bible Translation</td>
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<td>Reading/Activities</td>
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<td>June 14 (W)</td>
<td>Modern English: Fragmentation, Micro-Communities, Ethnic Identities</td>
<td>BBS Ch 9; PowerPoint; Text Analysis; Quiz 7; Words of the Day</td>
<td>Panel Presentation: Texting, Tweeting, and Evolving English</td>
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<td>June 19 (M)</td>
<td>Modern English: World Englishes, English and/as Power</td>
<td>BBS Ch 10; PowerPoint; Text Analysis; Quiz 8; Words of the Day</td>
<td>Panel Presentation: English around the World; Paper 2 due</td>
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<td>June 21 (W)</td>
<td>Modern English: Technological Change; Final Exam</td>
<td>BBS Ch 11; PowerPoint</td>
<td>Final Exam</td>
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**Written Work**

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

**Attendance**

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

This is an intensive 6-week course, and every class contains a very substantial amount of material. Full attendance is compulsory and very important. If you must miss a class for health or personal reasons, please provide documentation in the form of a dean’s or doctor’s note. In the absence of such documentation, each class absence will result in one +/- being deducted from the final grade.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center (CFLC)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office (DSO)](#) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Summer Session courses must produce original work and cite references appropriately. Failure to
cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the Boston College policy on academic integrity for more information.