HISTORY OF ENGLISH LANGUAGE

ENGL A476 SECTION 201 CRN 31139
SPRING 2020
A FULLY ONLINE COURSE

THE OFFICIAL SYLLABUS: The official syllabus and schedule for this course can be found on the Blackboard site for the course, accessible via `http://www.uaa.alaska.edu/classes/`. Please note that you are required to read and become familiar with this syllabus as part of taking this course. Course assignments and other information are available through that site, as well.

INSTRUCTOR: I am David Bowie, a professor in the Department of English. My office is in ADM 101P, and for general inquiries I can be reached by email at `david.bowie@alaska.edu`. However, for course-related inquiries, please *only* use the secure messaging function built into the Blackboard site for the class. Also, if I happen to be in my office I can be reached by phone there at 907.786.4359, but you should be warned that Blackboard's message system is a much more reliable way of getting in touch with me (outside of office hours, of course) than anything else. Because this course is online, I will be holding office hours simultaneously in person in my office and online using Zoom; the link to my Zoom office hours is `https://alaska.zoom.us/j/274616224`.

TIME ZONE: The time zone for this course is the time zone local to Anchorage, Alaska (that is, depending on the time of year, Alaska Daylight Time or Alaska Standard Time). It is your responsibility to make sure that you are working with an understanding of the correct course time at any given point in the semester.

OFFICE HOURS: My office hours this semester are 12:00 N to 1:30 PM on Tuesdays and Thursdays (except for university holidays, when they are of course not held) or by appointment. I will be in my office at those times, and so they're a good time to catch me in person and via Zoom. Please note, though, that whether you come into my office or contact me using Zoom while I'm already in consultation with another student, I'll ask you to wait until I'm done with the other student before I confer with you so that I can focus on one student's needs at a time. Please don't take it personally if you're asked to wait a few minutes—doing so will let me avoid multitasking that part of my job.

EMAIL RESPONSE TIMES: As stated above, I ask you to avoid email and use Blackboard's secure messaging function for written contact about course-related topics. (Part of the reason for this is that it allows me, if there is a need, to discuss certain issues that would actually be, according to the university system's general counsel's office, a violation of federal law to discuss over regular email.) Once you have sent me a message, I may need some time to properly consider the questions that you have; therefore, I ask for up to a full day to respond. (Note: This is a full day not counting weekends and university holidays. I am likely to check my messages over the weekend, but I don't guarantee it.) Also, sometimes students send me messages and it's unclear whether they're actually making an inquiry or just pointing something out, so please make it clear in what you send me if you would like a response. Naturally enough, of course, if you requested a response but 24 non-weekend/holiday hours have gone by and I haven't responded, then you should feel free to start to nag me about whatever issue you brought up.

COURSE PREREQUISITES: To take this course, you must have passed ENGL A200, A201 or A202; WRTG A211, A212, A213, or A214; HIST A101; and HIST A102 (or their equivalents) with a C or better. In addition, you must have completed all of your Tier I general education courses, and hold junior or higher class standing.

COURSE DESCRIPTION, OBJECTIVES, AND OUTCOMES: The University's description of this 3-credit course states that it "investigates origins, development, and variation of the English language from

linguistic, social, literary, and technological perspectives" and "relates history and variation in English to contemporary issues about language". Broadly stated, then, this course is intended to offer an overview of the historical development of the English language, and how its present form developed. As such, you will of course learn about specific milestones in the history of English from its separation from the other West Germanic languages (and even earlier!) to the present, but you will also learn larger underlying principles of language change over time. There are specific outcomes listed in the university's curriculum guide for this course; these state that by the end of the course, you should be able to

- identify key events and factors that have affected the development of the English language;
- connect the development and variation of English to your own use of the language and to contemporary issues and debates about language;
- collect and analyze data on local language variation and change;
- apply technical concepts appropriately to linguistic artifacts; and
- analyze texts by integrating information literacy skills, communication skills, and critical thinking/analysis.

I also hope for this course to teach you principles underlying the use of objective evidence to provide support for claims about the world at large—or, in other words, how to think *scientifically*. This objective seems to frighten many students somehow—I guess it's very easy to tap in to the cultural vibe that holds that science is somehow a really, really difficult thing to understand and use. As you actually see the results of analyses of language in this class, though, you will find out that it's not really a hideously difficult thing to do, it's just a matter of looking at the world in a slightly different—and, surprisingly to some, very interesting—way. Also, since the course objectives listed above are rather broad, each unit of the course has specific outcomes and objectives designed to implement the broader course objectives, and these are listed in the introduction to each unit in the attached schedule.

Finally, this academic year the Department of English is, as a whole, focusing on one specific outcome for its baccalaureate program—specifically, that students will develop the ability to "interpret texts in context with reasoned evidence drawn from English Studies' research methods". This course has some assignments designed to assess that (with a linguistic spin on what things like *text* and *evidence* mean, of course). This shouldn't affect your experience much if at all, but I wanted to let you know about it.

TEXTS AND READINGS: This course has three textbooks, all required: *The Story of English in 100 Words*, third edition, by David Crystal (ISBN 9781250024206); *The History of Languages: An Introduction*, by Tore Janson (ISBN 9780199604296); and *Frindle*, by Andrew Clements (ISBN 9780689818769). (Note that the edition of *The History of Languages* is important here; there was an earlier edition under a different title, so if you run across that one please do not get it. For the other two texts, however, the edition is unimportant, aside from possible pagination differences for the David Crystal one.) There are additional required readings linked to the course homepage. Readings of a few pages are assigned for every class session, and each week I will post some sort of additional content (presented in various modalities, but largely textual, given the nature of the subject) that you will need to review.

The readings from *The History of Language* are listed in the syllabus by the author name (Janson), followed by the chapter name(s) you are to read, with page numbers; so if you were assigned pages 57 to 78 from *The History of Language*, it would appear in the syllabus as: Janson "Writing and the Egyptians" to "Are languages equal?" 57–78. Readings from *The Story of English in 100 Words* are similarly listed by the author (Crystal), followed by chapter number(s) and name(s), but with no page numbers, since chapter numbers are actually clearer; therefore, if you were assigned pages 29 to 56 from that book, it would be listed in the syllabus as: Crystal 10 "What" to 14 "Bridegroom". Assigned non-textbook readings for the course (all available online, via the Blackboard site for the class) are listed as "Online" followed by the title of the link. No readings from *Frindle* are assigned in the syllabus, but you will need to have read it in order to

complete the research paper that is due near the end of the semester; this is not expected to create significant difficulty or confusion.

I should point out that you will have a very disparate group of readings for this class. Most (but not all) of your non-textbook readings are either technical descriptions of aspects of language or texts from different periods in the history of English, with relatively little in the way of explanation about the language used; you are assigned these as resources for the assignments, and to gain some familiarity with English at different points in its history. *English in 100 Words* starts with a description of the history of the language, but its focus is much narrower than that, looking at the histories behind individual words (as you might have guessed from the title). *History of Languages* is a general overview of languages and linguistic change, with a primary focus on the way European languages have been used throughout recorded history. You should be aware that your assigned readings from *History of Languages* for any particular week will not always deal directly with that week's class topic—in particular, you may well feel that the readings from *History of Languages* at the beginning of the semester won't seem to have anything at all to do with what the lectures are covering, and you will be absolutely correct. However, those chapters are assigned early on to keep from overloading you with absolutely huge readings from that book at the end of the semester, where the book ties in more directly. *Frindle* is completely different—it's a short novel aimed at middle-schoolers, but along the way it actually makes some interesting claims about language change.

One quick but important note about the readings: While the readings do a good job of discussing general issues and providing specific examples of those issues, they will not tie it together into a coherent whole, and they give a minimal amount of information on many of the specifics of how English has changed over the course of time. That will generally come from the additional material that I post—but the required readings provide background I will assume in what I post, and that you will need to know to be able to successfully apply what I present to you. This means that to be completely successful in this course it is necessary to read all of the required readings *when they are assigned*.

COMPUTER REQUIREMENTS: This is a fully online course, and therefore you need access to a computer with an internet connection (a broadband connection is recommended, but not required) and the software necessary to access Blackboard. You are also required to be able to read Adobe Acrobat (i.e., PDF) documents, and it is strongly recommended that you submit assignments in that format.

CLASS BEHAVIOR: Everyone in this course is expected to follow the guidelines outlined in the student handbook and other presentations of university policy. In order to allow everyone to participate in this course fully, you are asked to please be respectful of other students in discussions, and remember that there is sometimes a fine line between witty and caustic, and though I'm certainly a fan of lightheartedness in the educational context, you should be aware of that and actively try to stay away from the caustic side. (And to drive that home a bit more, I'll say this directly: Threatening or demeaning language will not be tolerated, and will be reported to the office of the Dean of Students for possible disciplinary action.)

PET PEEVES: In general, I try to be a reasonable human being. Everyone, however, has a few pet peeves, and I am no exception—and it's always useful to be aware of the pet peeves of your teachers. I have three that are of importance to you in this class: lateness, neatness, and writing too much.

- **LATENESS**: All assignments are due by 4:00 PM Anchorage, Alaska local time on the day they are listed due in the syllabus. (Read that last sentence again. Yes, this is a mid-afternoon deadline, and *not* a midnight deadline. This is, without any doubt, the course policy of mine that students most hate. I am, however, firm about it.) Assignments will not be accepted late, even by a few seconds, except in verified cases of hospitalization or a death in one's family (please note the word *verified*). If you will not be able to turn an assignment in by the deadline for any other reason—including university-approved reasons for missing days such as religious observances or participation in certain sporting events—you

should complete and submit it early. Note that such reasons as your internet connection not working or the printers on campus being broken or parking or traffic being horrible right before an assignment is due are not valid reasons for turning in an assignment late. (If Blackboard goes down at the deadline for an assignment you are to complete using that system, of course, that is beyond your control and the fault of the university, and so I will extend the deadline in such cases; the parameters of that extension will be announced via Blackboard and email. Please note, however, that this will only be done if Blackboard is actually down—problems resulting from connecting on your end will not result in a deadline adjustment.) I trust Blackboard's timestamps, by the way, so I'd suggest not waiting until the very last moment to submit your assignments—if you do so and Blackboard disagrees and says you're late, sorry, but I'm going with Blackboard. (Please note, relatedly, that I do *not* accept assignments via email, ever—there's too much that can go wrong that way.)

- **NEATNESS**: All assignments are required to be typed unless you are specifically authorized otherwise. Let me repeat that: All assignments are required to be typed unless you are specifically authorized otherwise. Anything you turn in that isn't typed will summarily receive a 0% (yes, that's a zero), with no exceptions made. In addition, if the formatting of your document comes through munged or otherwise illegible, you will not receive credit for what I can't read, and you will not be given an opportunity to correct it. Therefore, I suggest (but do not require) that you turn in your assignments as either plain text or Adobe Acrobat (i.e., PDF) format documents. (Of course, whatever format you use, it must be one that Blackboard understands—so, for example, you may *not* submit Apple Pages format documents. Particularly if you use a Mac, please reread the preceding sentence, because it creates problems for at least one student every semester.)
- **WRITING TOO MUCH**: The assignments may include length limits on answers, expressed in terms of the number of words you are allowed; these are strict limits and any text exceeding the limits will not be read (which may do severe violence to your grade). For your reference, there are about 300 words, plus or minus, on a single page of double-spaced typed text.

COURSE STRUCTURE AND SCHEDULE: The course is divided into six sections: Administrivia, Sounds, History, From Indo-European to Old English, From Old English to Middle English, and From Middle English to Modern English. There are assignments of several types due at various points relatively evenly spaced through the semester, including a research paper due near the end of the semester, and a project due at the end.

ASSIGNMENTS, TESTS, AND QUIZZES: As mentioned above, there will be several assignments spread out relatively evenly through the semester. There are a handful of brief assignments spread across the semester to make sure that you can complete the requirements for later, larger assignments; a quiz on the syllabus near the beginning of the semester (which you can take multiple times); and a brief multiple-choice reading quiz given each week after the period for freely adding the class ends. There is also a pair of exams and a pair of problem sets (that you can consider take-home exams, if that works better for you conceptually), and a set of weekly assignments completed using Blackboard's discussion boards. Finally, there are two larger projects: a research paper due near the end of the semester designed to get you to think about specific issues in historical linguistics, and a culminating project due at the end of the semester. (One of the exams is scheduled near the end of the term, but it isn't a traditional cumulative final exam; the energy you would normally put into that sort of test should be directed toward the research paper and final project.)

Let me insert a note here on course assignments before moving on. In general, diagnostic assessments of student learning (or, put more simply, things you get graded on) fall along a continuum like this:

Inquiry-based   Problem-based   Project-based
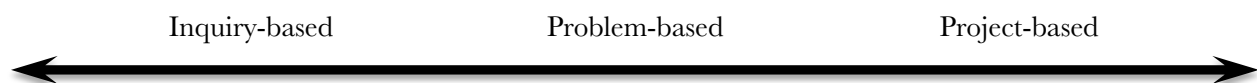
Inquiry-based assessments focus on the memorization of facts (and the most common inquiry-based assessments are quizzes and exams). Problem-based assessments, on the other hand, are focused on the use of facts and processes to analyze a problem (so they often take the form of, e.g., exercises presenting data and asking for a particular method to be used in coming up with a solution to a problem using that data), while project-based assessments focus on the acquisition and development of knowledge, without necessarily centering on assessing the knowledge that is involved (which often involves simulations and fieldwork projects). Of course, it is possible for an assessment tool to mix these methods, which is why they are placed on a continuum rather than being listed as categories.

This course uses a mix of these assessment types—the reading quizzes and exams, of course, are mostly inquiry-based, while the problem sets are mainly problem-based and the final project are mostly problem-based and to some extent project-based; the research paper, if done correctly, is a mix of all three. When completing your assignments, you may find it useful to consider the type of assignment you are working on at the time, since each type calls for a somewhat different focus on your part.

EXTRA CREDIT: Extra credit opportunities may be offered during the semester, but they will be offered entirely at my option. (In fact, if I feel like I am being pestered unduly about the possibility of extra credit, I will be less likely to offer it, even if I feel it is warranted; this is simply a reflection of the contrarian nature of my personality.) Any extra credit that is offered will be offered to the entire class—there will be no extra credit possibilities offered only to any particular individual or subset of class members. Any extra credit opportunities will be announced in class along with guidelines for them, how much they are worth, their deadlines, &c. However, there is one type of extra credit that I'm announcing here and only here, in part as a way to reward students who actually read the entire syllabus and in part to improve my own course documents: The first student to inform me (in writing, via Blackboard's internal messaging system) of any typos or errors in my written course materials will receive extra credit in the form of an addition to the final grade; for a simple typo that doesn't change the meaning of anything this may be as low as a tenth of a percentage point for each typo caught, while an actual error of fact that would mislead students could be as high as a full percentage point. Of course, these must be actual errors (e.g., I use British punctuation style for quotation marks, so suggesting changing the sequence *"this thing",* to *"this thing,"* isn't correcting an error), and I reserve the right to simplify my presentation of course material, which may mean important nuances are left to the side. In any event, if you point something out and it actually isn't an error, we can have an exchange about that, which could ultimately be useful for both of us.

GRADE ASSIGNMENT: Some assignments, as listed below, will be graded on a pass-fail basis (that is, you get full credit if you complete the assignment, no credit if you don't). All other assignments will be graded in the ordinary way. Grades are reported to the nearest tenth of a point; there will be no further rounding of grades. Note that, regardless of the grade you would have earned on an assignment, if I find evidence of academic dishonesty you will be awarded a 0% (and, therefore, an F) on the assignment. (More on that below.) Assignment grades are awarded according to the following scale:

SCORE	GRADE
90.0% and up	A
80.0 to 89.9%	B
70.0 to 79.9%	C
60.0 to 69.9%	D
below 60.0%	F

Final grades are awarded according to the same scale, and are calculated as shown below:

ITEM	EACH	TOTAL	NOTES
Syllabus quiz	$2^{1}/_{2}\%$	$2^{1}/_{2}\%$	Multiple attempts allowed
Academic integrity tutorial	$2^{1}/_{2}\%$	$2^{1}/_{2}\%$	Multiple attempts allowed
Research assignments #1 to #5	2%	10%	Multiple types of assessment
Posts #1 to #14	~.54%	$7^{1}/_{2}\%$	Grades reported with associated response
Responses #1 to #13	~.58%	$7^{1}/_{2}\%$	Grades reported with associated post
Reading quizzes #1 to #14	~.71%	10%	Multiple choice format
Problem sets #1 to #2	10%	20%	May be completed in groups
Exams #1 to #2	10%	20%	Mostly short answer format
Preliminary bibliography	—	—	Completion affects research paper grade
Research paper	10%	10%	Preliminary deadline affects grade
Final project	10%	10%	May be completed in groups

Speaking of grading, if you are unsure about the way I have arrived at a grade that I have given you, you should feel free to ask me for clarification. In addition, if you feel I have made an error in grading, please bring it up with me as soon as possible. I can honestly say that I make mistakes in grading very rarely, but mathematical errors are certainly an occasional possibility. In any event, even if you ask about a grade and there was no error made, you will learn more about the way grades were assigned and how to improve in the future.

If you wish to appeal a grade that you have been given, please make your case in writing and submit it via Blackboard's messaging function *within five calendar days* of the date the grades for that assignment were distributed to the class. Note that I ask for this to be done in writing so that I can properly weigh the points you bring up; I am willing to listen to oral arguments regarding grades, but I will not take action based on them.

INCOMPLETE AND NO BASIS GRADING POLICY: Incompletes may be given when requested by students, but they are given at my discretion. The guideline I will use on whether to give an incomplete is first, whether the student couldn't complete coursework due to one of the acceptable reasons for having coursework deadlines extended as listed elsewhere in the syllabus and second, whether the student has already completed at least half of the work for the class. (As you may have guessed, if the answers to both of those are yes, then an incomplete may be given; if either answer is no, then not.) However, if it is clear that a student wouldn't be able to receive a passing grade even with the time extension that an incomplete grade would allow, I reserve the right to summarily deny a request for an incomplete—might as well save us both the bother and paperwork, right?

You should also recognize that an incomplete grade will revert to a failing grade if it isn't changed within a certain amount of time, per university policy. I will not bug you about finishing your incomplete coursework—if you receive an incomplete, turning in the coursework (and making sure I know you turned it in) is your responsibility. I will, in any event, not change a grade of incomplete to a passing grade for any reason other than your fulfillment of the incomplete contract, even if that means you will lose a scholarship or you'll have to delay graduation or your family will be angry. I really am heartless that way—it ties in to my whole issue with lateness (for more on that, see the "pet peeves" section of this syllabus).

This course is ineligible for deferred grading. I do not award no basis (NB) grades for any reason.

COLLABORATION VS. PLAGIARISM: I very strongly urge you to set up study groups, whether virtual or face-to-face, to discuss the problem sets and research paper and so on. (If nothing else, it's useful to band

together in common defense against me.) In fact, I feel strongly enough that collaboration is worthwhile that you may turn in any of the problem sets as a group—just make sure that everyone's names are included on the first page, so that everyone in the group gets credit for it. Note, however, that every other assignment must be entirely your own work.

So, to sum that paragraph up, I see collaboration as a good thing. However, there are limits—and so if I find evidence of plagiarism or other forms of academic dishonesty on any assignment, you will be awarded a 0% (yes, that's a zero) on it and the case will be referred the appropriate disciplinary office for further action. Academic dishonesty that is in my opinion egregious, or multiple cases of academic dishonesty of any sort, will result in a failing grade for the course—and you should be warned that I have a very low bar regarding what sorts of academic dishonesty I consider "egregious".

Given that, it seems reasonable to ask what, exactly, academic dishonesty is. Therefore, I refer you to `https://www.uaa.alaska.edu/students/conduct/academic-integrity.cshtml`, the university's page on academic integrity, which contains the university's policies along with definitions and examples of academic dishonesty and ways to avoid it. In light of the information at that link, you should know that you have my permission to have others do simple copy-editing of your papers, but not editing for content. You are also allowed (encouraged, actually) to work with consultants at the Writing Center to improve your written work.

Finally, I reserve the right to submit items that you turn in to SafeAssign or other such services to check for plagiarism. I would say that it's not because I don't trust my students, but in the interest of being honest, I'll admit that it's actually because I don't trust my students. That is, most students are quite trustworthy, but I've been burned often enough by now to be realistic in recognizing that there's sometimes a bad apple in a class, and I don't want that one person to mess up life for the rest of you.

MY RESEARCH: My primary research focus is phonetic variation in English, with a particular focus on the role of individuals in language change. So that you know what I'm working on at the moment, here are the research projects that I'm conducting right now; in no particular order, they are:

- The historical development of Western North American regional dialects
- Language and (nonpathological) aging
- Regional variation in Alaskan English
- Language and religious identity

If you're interested in something related to these issues, or for that matter if you're interested in any other sort of research into language, feel free to ask me about it. I'll do what I can to help you learn how to find out more about it.

ON "BAD WORDS" AND RELATED LANGUAGE: This is a course about language, and will include discussion of some of the negative uses of language, including words that are considered not just impolite, but abhorrent. Therefore, you are forewarned that there may be some discussions of words and phrases and their use which may make you uncomfortable or perhaps even offend you. However, in order to fully and accurately understand language and its use, sometimes we have to analyze uses of language that some may find wrong. When such cases come up I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not attempting to insult or attack you in any way, but rather that I am attempting to bring us all to an understanding of the ways language is used in real life, and you should recognize that not all language use in real life is entirely positive—but if such a situation occurs and you are disturbed by the language under discussion, please do approach me to discuss it. It would be a conversation I would welcome, and we may, in the best of all possible worlds, both learn something from the interchange.

SEXUAL HARASSMENT POLICY: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the university but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the university's compliance coordinator. The campus compliance coordinator is located in the Office of Equity and Compliance, and can be contacted as listed at `https://www.uaa.alaska.edu/about/equity-and-compliance/`.

Relatedly, you should be aware that I (like all faculty members in the University of Alaska system) am what is called a "mandatory reporter" for issues related to sexual harassment and assault. This means that if you choose to disclose such issues to me, I am required to report those to authorities empowered to enforce laws and policies related to sexual harassment and assault. (I will, of course, also help you gain access to appropriate counseling services and such, should you desire help with that. That's not so much because of university regulations, though, and more because that simply seems like a decently human thing to do.)

STUDENTS WITH DISABILITIES: If you have a disability that may impair your ability to complete this course successfully without a reasonable accommodation, you are urged to contact Disability Support Services. (Please know that I have neither the expertise nor the authority to determine the presence or absence of a disability that would require accommodations.) Disability Support Services can be reached by phone at 907.786.4530, via text at 907.227.9609, in person in RH 112, or by hearing- or speech-impaired callers using the Alaska Relay service as listed at `http://www.alaskarelay.com/relay-services`. In particular, if you have a hearing or visual impairment, you are urged to contact both Disability Support Services and me about it as early as possible, because (given that this is a course about language and, to a great extent, its documentation through technical means) some necessary accommodations may require advance work on my part to give you the fullest opportunity for learning. (You should be aware that pregnancy is not considered a disability, and so issues relating to pregnancy should go through the university's Title IX compliance coordinator.)

STUDENTS WITH OTHER NEEDS: If you or someone you know needs support, is distressed, or exhibits behavior that concerns you, you can help by making a referral to the University of Alaska Anchorage Care Team. The Care Team's purpose is to promote a safe and productive learning, living, and working environment by assessing the needs of students and helping find support as needed. I encourage you to fill out a referral if you or a classmate may be in need of help. The Care Team can be contacted by phone at 907.786.6065 or via the web form at `http://www.uaa.alaska.edu/students/care-team`. (Of course, if there is an emergency, you should call the University Police Department at 907.786.1120 or 911.)

A THOUGHT ON PLACES AND PEOPLES: This course is based in Anchorage, Alaska, which is located in the unceded lands of the Dena'ina Athabascan people, and particularly the Tribal Council of the Native Village of Eklutna. A recognition of that fact—and, since this is an online course, the historical peoples of the lands on which you find yourself, if elsewhere—may be useful, because it provides a wider context to what you learn in this course. This is particularly the case given that the medium of instruction in this course is English, but English has not always been the language of this place, and English has in fact been used as a tool of oppression and cultural eradication. The content of this course is not value-neutral, and even if that fact isn't always at the foreground of our discussions, it should always at the very least be recognized in the background.

COPYRIGHT NOTICE: Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course; it is a violation of US copyright law to disseminate any such materials or to use them outside the

course. Materials I have developed myself for this course are copyright ©1998–2020 David Bowie; the weekly lessons are distributed under a Creative Commons Attribution-ShareAlike 4.0 International license (license terms available at `https://creativecommons.org/licenses/by-sa/4.0/`), and all other course materials I have created (e.g., this syllabus and the assignment outlines) are distributed under the same license but for those I waive the requirement to attribute me as the creator of the original work.

A FEW FINAL THOUGHTS THAT DIDN'T FIT ANYWHERE ELSE: In a legalistic turn, note that the assignment descriptions you receive during the semester should be considered authoritatively equivalent to this syllabus. This syllabus is subject to revision at my discretion; any revisions will, however, be announced on the Blackboard site for the course as a class announcement as early as is practical. Finally, this syllabus has listed a few behaviors that you are or are not to engage in for this class; please note, however, that my failure to list some particular clearly idiotic behavior as prohibited should not be read as giving you permission to behave in that particular clearly idiotic way. Thank you for your attention.

USING THIS SCHEDULE: Aside from the introductions to and objectives for each unit, there are four recurring entries in this schedule: readings, lessons, deadlines, and events. The readings are designed to work best if you go through them before completing any assignments that week. The lessons (which are available on the Blackboard site for the class) become visible on Saturday mornings by 8:00 AM Anchorage, Alaska local time, and the dates they each become visible are given. The deadlines are assignment deadlines (exams become available 72 hours before they are due, while all other assignments are visible at least one week before their deadlines), and events include such things as university holidays. Assignments consistently come due on Tuesdays or Thursdays (depending on the type of assignment). Important: Assignment deadlines are always at 4:00 PM Anchorage, Alaska local time on the date listed.

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ADMINISTRIVIA

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The somewhat cynical title for this section reflects the fact that at the beginning of every course there is an adjustment period in which there is little in the way of subject-matter content. During this adjustment period, students should become aware not just of the policies of the course they are taking, but also the expectations of the field they are learning about.

UNIT OUTCOMES AND OBJECTIVES: Students will: understand course policies and procedures; gain a basic understanding of the scope of linguistics

Week 1	Readings:	Online "Course syllabus & schedule"
11 January	Lesson:	Lesson #0: Course structure and assignments; A few bits of administrivia

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SOUNDS

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Although the field of historical linguistics encompasses all levels of linguistic structure from individual sounds to the structure of sentences to the meanings of words, a huge portion of historical work has focused on the sounds used at different points in the histories of languages and the ways they have changed. Therefore, before getting into the historical study of languages generally or even English specifically, we'll spend some time focusing on the sounds used in languages, their classification, and the ways they change over time, so that we have a common vocabulary to use for the rest of the term.

UNIT OUTCOMES AND OBJECTIVES: Students will be able to: read phonetic characters and transcriptions using the International Phonetic Alphabet; identify relationships between speech sounds and distinctive features; identify key parts of the vocal tract.

Week 2	Readings:	Online "Abbreviations and symbols"; Online "IPA chart"
18 January	Lesson:	Lesson #1: Types of phonetics; The anatomy of speech
20 January	Event:	Martin Luther King Jr's birthday (campus closed)
21 January	Deadline:	Syllabus quiz
	Deadline:	Reading quiz #1
23 January	Deadline:	Academic integrity quiz
	Deadline:	Research assignment #1
	Deadline:	Post #1
Week 3	Readings:	Online "IPA chart" [yes, again]; Online "Sounds: Consonants"; Online "Sounds: Vowels"
25 January	Lesson:	Lesson #2: Speech sounds; Writing sounds; Articulation; Features; Transcription
28 January	Deadline:	Response #1
	Deadline:	Reading quiz #2
30 January	Deadline:	Post #2

HISTORY

Languages change over time. Further, sometimes processes of language change will go in different directions in different locations, eventually giving rise to different languages. The languages that result— the "daughter" languages, as they're called—will share some similarities, however, since they originally stem from the same source. Given this, even when we don't know the form of the language that the daughter languages are descended from, if we assume that languages change non-randomly, we can reconstruct the form of the ancestor language through a process called historical reconstruction. (To be honest, it's the closest thing to magic that linguists have come up with—but it consistently works, so we might as well use it, right?)

UNIT OUTCOMES AND OBJECTIVES: Students will be able to: identify unknown members of language families using similarities to known languages; identify common historical changes; successfully perform comparative reconstructions.

Week 4	Readings:	Crystal "Preface"; Janson "Preface" xii–xiii; Janson "Unwritten languages" to "The large language groups" 3–43; Online "Indo-European family tree"
1 February	Lesson:	Lesson #3: Historical "rules"; Linguistic relatedness; The Indo-European languages
4 February	Deadline:	Response #2
	Deadline:	Reading quiz #3
6 February	Deadline:	Post #3
Week 5	Readings:	Janson "History and writing" to "Greek—Conquest and culture" 51–90; Online "Types of sound change"
8 February	Lesson:	Lesson #4: Sound change; Semantic change; Morphosyntactic change; Comparative reconstruction
11 February	Deadline:	Response #3
	Deadline:	Reading quiz #4
13 February	Deadline:	Research assignment #2
	Deadline:	Post #4
Week 6	Readings:	Crystal "A short history of English words"; Online "A demonstration of the comparative method"; Online "Central Pacific"; Online "Numic"
15 February	Lesson:	Lesson #5: Comparative method examples; Imperfect data
18 February	Deadline:	Response #4
	Deadline:	Reading quiz #5
20 February	Deadline:	Post #5
	Deadline:	Problem set #1
Week 7	Readings:	Crystal 1 "Roe"; Janson "Latin—Conquest and order" to "Did Dante write in Italian?" 91–132; Online "Cognate words in Indo-European languages"; Online "The Lord's Prayer in English"
22 February	Lesson:	Lesson #6: Patterns and generalizations; Janson's most controversial claim
25 February	Deadline:	Response #5
	Deadline:	Reading quiz #6
27 February	Deadline:	Post #6

FROM INDO-EUROPEAN TO OLD ENGLISH

This is where we go back as far in the history of the English language as we can—back so far, in fact, that there was no English. To understand the way English has developed, it turns out, we need to go way back and see where the Germanic languages fit in as part of the large Indo-European family of languages. From there, we'll move forward to the development of the earliest forms of English as a separate language in southern Britain.

UNIT OUTCOMES AND OBJECTIVES: Students will be able to: determine correspondences between Old English graphemes and speech sounds; recognize and identify changes from Indo-European to Germanic, including Grimm's Law; recognize and identify changes from Germanic to Old English; conduct an analysis of Old English poetic forms.

Week 8	Readings:	Crystal 2 "Lea" to 9 "Riddle"; Janson "From Germanic to Modern English" 133–155
29 February	Lesson:	Lesson #7: English stress; Grimm's Law; Verner's Law
3 March	Deadline:	Response #6
	Deadline:	Reading quiz #7
5 March	Deadline:	Research assignment #3
	Deadline:	Post #7
	Deadline:	Exam #1
Week 9	Readings:	No readings for spring break!
7 March	Lesson:	Lesson #8: Current issues in linguistic research
9–13 March	Event:	Spring break (no office hours)
Week 10	Readings:	Crystal 10 "What" to 16 "Swain"; Janson "The era of national languages" 156–167; Online "Beowulf (gloss)"; Online "Beowulf (video)"; Online "Old English graphemes"; Online "A journey charm"; Online "Wið færstice"
14 March	Lesson:	Lesson #9: Old English grapheme-phoneme correspondences; The structure of Old English
17 March	Deadline:	Response #7
	Deadline:	Reading quiz #8
19 March	Deadline:	Post #8
	Deadline:	Preliminary bibliography

FROM OLD ENGLISH TO MIDDLE ENGLISH

Sandwiched between Old and Modern English is a version of English called Middle English. It's a fascinating period for both linguistic and general historical reasons, but (being as it is a transition period) it tends to get less notice than it should, even though it is the period that has given English as we know it today most of its distinctiveness. At the very least, however, once you've been through this unit you should certainly be able to say that there's more to Middle English than Chaucer!

UNIT OUTCOMES AND OBJECTIVES: Students will be able to: derive the phonetic systems found in Middle English texts; recognize and identify changes from Old English to Middle English, including the Great Vowel Shift.

Week 11	Readings:	Crystal 17 "Pork" to 29 "Egg"; Janson "Languages of Europe and of the world" 173–184; Online "Canterbury Tales (gloss)"; Online "Canterbury Tales (video)"; Online "Middle English graphemes"
21 March	Lesson:	Lesson #10: Middle English grapheme-phoneme correspondences; The Middle English lexicon
24 March	Deadline:	Response #8
	Deadline:	Reading quiz #9
26 March	Deadline:	Post #9
27 March	Event:	Withdrawal deadline
Week 12	Readings:	Crystal 30 "Royal" to 41 "Ink-horn"; Online "Esther (excerpt)"; Online "The Great Vowel Shift"
28 March	Lesson:	Lesson #11: Changes from Old to (Early) Middle English; The Great Vowel Shift; How linguistic change happens
31 March	Deadline:	Response #9
	Deadline:	Reading quiz #10
2 April	Deadline:	Post #10
	Deadline:	Problem set #2
Week 13	Readings:	Crystal 42 "Dialect" to 60 "Species"; Janson "How languages are born—or made" to "How languages disappear" 185–217
4 April	Lesson:	Lesson #12: Standardization in English; The structure of Modern English
7 April	Deadline:	Response #10
	Deadline:	Reading quiz #11
9 April	Deadline:	Post #11

FROM MIDDLE ENGLISH TO MODERN ENGLISH

And now we come to the present—Modern English. But now that English has expanded beyond Britain, we have to deal more seriously with a question that has come up several times by now, but that we've been able to bliss past: What exactly is English, anyway? What does it mean to say we speak English? Does it make any difference if you're talking about English as spoken in England, the USA, Scotland, Jamaica, or India? Is there any English that really isn't English? And, in a different direction, is the Modern English of, say, Shakespeare the same English as the Modern English we speak right now?

UNIT OUTCOMES AND OBJECTIVES: Students will be able to: place debates about Modern English usage into a historical context; analyze usage conventions in a historical and linguistic context; identify features of varieties of Modern English; recognize and identify changes from Middle English to Modern English; conduct a comparative reconstruction using data from parallel English texts.

Week 14	Readings:	Crystal 61 "Ain't" to 74 "Speech-craft"; Janson "The heyday of English" 223–232; Online "*Much Ado About Nothing* (excerpt)"
11 April	Lesson:	Lesson #13: Changes from Middle English to Modern English; The complete illustrated history of the vowels of English
14 April	Deadline:	Response #11
	Deadline:	Reading quiz #12
16 April	Deadline:	Post #12
	Deadline:	Research paper
Week 15	Readings:	Crystal 75 "DNA" to 87 "Mega"; Janson "Chinese and English in China" 233–245; Online "*Adventures of Huckleberry Finn* (excerpt)"; Online "*Bleak House* (excerpt)"
18 April	Lesson:	Lesson #14: The interplay of standardization and divergence; The *Oxford English Dictionary*
21 April	Deadline:	Response #12
	Deadline:	Reading quiz #13
23 April	Deadline:	Research assignment #4
	Deadline:	Post #13
	Deadline:	Exam #2
Finals week	Readings:	Crystal 88 "Gotcha" to 100 "Twittersphere"; Janson "What next?" 246–258
25 April	Lesson:	Lesson #15: Grammar vs. usage; The take-home message
28 April	Deadline:	Response #13
	Deadline:	Reading quiz #14
30 April	Deadline:	Research assignment #5
	Deadline:	Post #14
	Deadline:	Final project