

HISTORY OF THE ENGLISH LANGUAGE

English 341

Dr. David Blackmore
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REQUIRED TEXTS:

Lerer, *Inventing English*
McWhorter, *Our Magnificent Bastard Tongue*
Misc. readings on Blackboard

PRELIMINARY COURSE SCHEDULE:



Week 1 (9/1-4):

Introduction: Historical Linguistics Workshop: English in the Philippines
Past NJCU HEL Students, "Advice for History of the English Language Students" (on Blackboard)
Lerer, *Inventing English*, Introduction
(Note: Week 1 readings and reading responses are due for our Friday [9/4] class. In all subsequent weeks all of a week's readings and reading responses will be due before our *Tuesday* sessions.)

Week 2 (9/8-11):

Roberts, "A Brief History of English" (on Blackboard)
Penny, Introduction to *A History of the Spanish Language*, pp. i-22 (on Blackboard)
Bolton and Bautista, "Philippine English: Linguistic and Literary Perspectives" (on Blackboard)

Week 3 (9/15-18):

Lerer, Chs. 1-3 (Old English)
Hughes, excerpts from *A History of English Words* (on Blackboard)
McWhorter, *Our Magnificent Bastard Tongue*, Introduction

Week 4 (9/22-25):

Historical Linguistic Research Project (HLRP) Proposal due in class (one hard copy) and on Blackboard (digital submission) on Tuesday 9/22

Penny, Introduction to *A History of the Spanish Language*, pp. 22-33 (on Blackboard)

McWhorter, Chapter 1, "We Speak a Miscegenated Grammar: The Welshness of English"

Week 5 (9/29-10/2):

Lerer, Chs. 4-6 (Middle English)

McWhorter, Ch. 2, "A Lesson from the Celtic Impact: The 'Grammatical Errors' Epidemic Is a Hoax"

Week 6 (10/6-9):

**4 hard copies of draft of HLRP Annotated Bibliography due in class Tuesday 10/6
(Revised draft will be due Monday 10/12)**

Sodolow, excerpts from *Latin Alive: The Survival of Latin in English and the Romance Languages* (on Blackboard)

Week 7 (10/12-16):

(Monday 10/12) Revised draft of HLRP Annotated Bibliography due at Turnitin.com by 10:00 a.m.

(Tuesday 10/13) Lerer, Chs. 7-9 (Early Modern English)

Crystal, excerpts from *Think On My Words: Exploring Shakespeare's Language* (on Blackboard)

Week 8 (10/20-23):

Lerer, Chs. 10-12 (Early Modern English)

Wolman, excerpts from *Righting the Mother Tongue: From Olde English to Email, the Tangled Story of English Spelling* (on Blackboard)

Week 9 (10/27-30):

Lodares, "Languages, Catholicism, and Power in the Hispanic Empire (1500-1770)" (on Blackboard)

Bernardo, "English in Philippine Education: Solution or Problem?" (on Blackboard)

Week 10 (11/3-6):

4 hard copies of draft of HLRP Essay due in class on Tuesday 11/3 (Revised draft will be due Monday 11/9)

Clean scan or copy of required reading for your HLRP Teaching Session due in class on Tuesday 11/3

Lipski, excerpt from *Latin American Spanish* (on Blackboard)

Week 11 (11/9-13):

(Monday 11/9) Revised draft of HLRP Essay due at Turnitin.com by 10:00 a.m.

(Tuesday 11/10) Lane, "The Oppression of American Sign Language" (on Blackboard)
McCarty, Romero, and Zepada, "Reclaiming the Gift: Indigenous Youth Counter-
Narratives on Native Language Loss and Revitalization" (on Blackboard)

Week 12 (11/17-20):

Begin HLRP Teaching Sessions. A new assignment schedule will be circulated in class and posted on Blackboard. Reading Responses will be due for all readings assigned in conjunction with Teaching Sessions.

COURSE REQUIREMENTS:**Readings and Reading Responses:**

Students will be expected to complete all reading assignments by the dates assigned. (Week 1 readings will be due on Friday 9/4. All subsequent readings will be due before each week's *Tuesday* class session.) Your reading should be an active process, during which you mark up important passages and write comments and definitions in the margins. Dr. B. *will* ask you to show him your underlines. **You must bring each day's assigned readings to class with you so that we can use them during class activities.** You may bring a digital or hard copy of any reading, but you must have a copy with you.

For each session's readings, students must submit a response to the Reading Response link on the class Blackboard site (log in at <http://online.njcu.edu>). **Although you will only submit one Reading Response for each week, you must refer in specific detail to each of the week's assigned readings in order to receive full credit.** (Skip a space between your responses to each reading.) The Reading Response should consist of your thoughtful response to the texts. What did you find interesting? Why? How do the texts relate to the texts and topics we have discussed earlier? Use the Reading Response to demonstrate that you have read all of the assigned texts attentively, thoughtfully, and thoroughly. A good RR will refer to specific passages in each reading, quoting where appropriate. (For each quotation or paraphrase, you should include an MLA-style parenthetical citation, but you do not need a works cited page for RR's.)

Reading Responses will be graded on a scale of 0-2 for each assigned reading. A score of 2 means your RR is complete and on-time. 1 means it is incomplete or late, and 0 means you have not submitted any RR for a specific reading. Reading Responses are due **before** the beginning of the class for which the reading is due; those submitted later will be considered late. You should write up your responses in a document that you save and then submit that document as an attachment on Blackboard. Do not plagiarize your Reading Responses; if Dr. B. suspects plagiarism he will run your Reading Response through Turnitin.com and you could fail the course.

Formal Written Assignments

This class will have three formal written assignments: a Historical Linguistic Research Project (HLRP) Annotated Bibliography, an HLRP Essay, and a Take-Home Final Examination (entitled “Why the [bleep] We Should Care About Historical Linguistics”). You may revise and resubmit the Bibliography and HLRP Essay after they have been graded up until the date the final exam is due.

All formal assignments must follow MLA citation guidelines. If Dr. B. is vacillating between two different grades as he grades your work, he will decide which of the two grades to give you based upon your works cited page and your overall adherence to MLA formatting guidelines. If they are in perfect format, you will get the higher grade. If they are not, you will get the lower grade.

Historical Linguistic Research Project Teaching Session

During the final weeks of the semester (November 17-December 11), each student will teach a 30-minute session based upon her or his Historical Linguistic Research Project. Students with related topics may choose to work as a group on this, with the group teaching a session equivalent to 30 minutes times the number of students in the group.

Each student must assign one reading to help students prepare for his or her HLRP session. You must submit a clean scan or photocopy of that reading to Dr. B. before class on November 3.

All students must meet with Dr. Blackmore at least one week before their scheduled teaching sessions. They should come to this meeting with a detailed lesson plan for their session.

Course Timeline:

In order to provide some chronological perspective on the various historical linguistic trajectories we are studying, the class will work together to fill in the “NJCU Historical Linguistic Timeline” on Tiki-Toki. The timeline can be found at <http://www.tiki-toki.com/timeline/entry/496620/NJCU-Historical-Linguistics-Timeline/> or through the course Blackboard site. When you add something to the timeline, be sure to include your name so that you can receive participation credit for your effort. You are welcome to incorporate a timeline activity into your HLRP Teaching Session.

Participation and Attendance:

This course will be run as a seminar, so participation is fully expected of each student during each class session. You must be present at each meeting or else provide a valid excuse. You must be on time to class, or you will not receive full credit for that day's class. (Coming in late drives Dr. B. nuts and is rude to your classmates.) If you come in late, it is your responsibility to make sure Dr. B. or the HLRP presenter marks you down as present; otherwise you will receive no credit for attendance on that day. Starting on September 4, the classroom door will be closed and locked at 2:15 p.m. each day. After that time you must knock and be let in by Dr. B. or a classmate.

ALL CELL PHONES, SMART PHONES, ETC. MUST BE TURNED OFF DURING CLASS. THIS POLICY DOES NOT CHANGE WHEN YOUR STUDENT COLLEAGUES BEGIN TEACHING THEIR HLRP SESSIONS. IF YOU HAVE AN URGENT REASON THAT YOU NEED TO LEAVE YOUR PHONE ON, YOU MUST INFORM DR. B. OF THIS BEFORE CLASS BEGINS.

Course email:

As per official NJCU policy, NJCU email accounts are an official means of contacting students. For purposes of this course, you must check your official NJCU email account at least twice per week.

Grading

Reading Responses	15 %
HLRP Annotated Bibliography	15 %
HLRP Essay	20 %
HLRP Teaching Session	15 %
Take-Home Final Exam	20 %
Participation & Attendance	15 %

Plagiarism:

The NJCU student handbook defines plagiarism as the attempt: "a) to steal and pass off ideas or words of another as one's own, b) to use material without crediting the source, and c) to present as new and original an idea, phrase, or statement derived from an existing source." In other words, if you copy words or ideas from the internet, a book, a newspaper, or any other source, and do not use quotation marks, parenthetical citations, and a works cited page, you may be plagiarizing. The English Department considers plagiarism a flagrant violation of academic integrity. Plagiarism in an English course will result in automatic dismissal from the course, a grade of "F" for the course, and a report of the incident to the Dean of Students. Don't even think about it.

Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. For further information about Turnitin, please visit: <http://www.turnitin.com>.

Social Media Policy:

It is Dr. Blackmore's policy that he does not "befriend" currently enrolled NJCU students on social media. Look him up on Facebook, though, once you graduate. Also, be sure to join the following NJCU English Department and Latin American, Caribbean, and Latino Studies program social media groups if you have not already done so:

Facebook:

"NJCU English Department": <https://www.facebook.com/groups/njcuenglish/>.

"LATI @ NJCU": <https://www.facebook.com/groups/1669322763379471/>

Instagram:

njcuenglishdept: <https://www.instagram.com/njcuenglishdept/>
lati_at_njcu: https://www.instagram.com/lati_at_njcu/

Twitter:

@NJCUEnglishDept at <https://twitter.com/NJCUEnglishDept>