

CONTENTS

ENGLISH 3025--HISTORY OF THE ENGLISH LANGUAGE	2
REQUIRED MATERIALS:	2
TEXTS:	2
CATALOG DESCRIPTION:	2
COURSE DESCRIPTION:.....	2
STUDENT LEARNING OUTCOMES:.....	2
Emergency Instructional Plan: May 3, 2011.....	3
EVALUATION:	3
LATE WORK/MAKE-UP POLICY:	3
CHEATING AND/OR POOR CONDUCT:.....	3
ATTENDANCE POLICY:	4
Officially Approved DSC Groups and Activities:	4
Disability Support Services:	5
TITLE IX INFORMATION:	5
Sex Discrimination, Harassment, & Assault.....	5
DROP/WITHDRAWAL POLICY:	6
Complete Withdrawal Statement:	6
Turnitin.com.....	7
Plagiarism	8
Calendar Fall 2016.....	11
August.....	11
September	12
October.....	13
November.....	14
December	14

ENGLISH 3025--HISTORY OF THE ENGLISH LANGUAGE

Fall 2016

Dr. Crisp

Office: Liberal Arts Building Room 217

Email: jcrisp@daltonstate.edu

Phone: 706-272-2513

REQUIRED MATERIALS:

Pencils, pens, and paper.

Internet access.

TEXTS:

- *The Stories of English* by David Crystal (Overlook Press, ISBN 978-1585677191)
- Extensive linguistic and grammatical supplements online through GeorgiaView and/or the class LibGuide

CATALOG DESCRIPTION:

Prerequisite: ENGL 1102

A minimum grade of C is required in English 1102 before the student can take English 3025.

Provides an introduction to the background, origins, development, and structure of the English language and the fundamental tools and concepts used in the study of a language's history.

Students must earn a C or better in order for an upper-level course to count towards a bachelor's degree.

COURSE DESCRIPTION:

In particular, this course will focus on the history and the diversity of the English language, examining both the ways in which the language has changed over time and the ways in which different groups of people speak it differently, forming distinctive systems of English use known as dialects. In order to obtain the tools necessary to examine a language in depth, we will begin with a study of how languages develop and change and of the specialized tools linguists use to examine and discuss that development. We will also make an intensive study of English grammar when that study helps to inform our exploration. Finally, we will look at the changes in the language and its dialects over time, paying particular attention to the structure and varieties of Old and Middle English as well as Early Modern and Modern English.

STUDENT LEARNING OUTCOMES:

Outcome 1: Students will demonstrate their knowledge for understanding of the events that

influenced the development of the English language.

Outcome 2: Students will demonstrate accurate and effective rhetorical composition skills for expository writing to communicate their knowledge and insights clearly on the history of the English language.

Outcome 3: Students will demonstrate their ability to analyze and interpret the meaning of words as they evolved in the history of the English language.

NOTE: Because we focus so much on the sound of words, please be particularly considerate about anything that might interfere with either speaking or hearing. For this reason, I ask that you refrain from eating in class and that you disable any beepers, phones, chiming watches, and anything that makes a sound that would disrupt the class.

EMERGENCY INSTRUCTIONAL PLAN: MAY 3, 2011

If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check the current unit in Georgia View for additional assignments, activities, and due dates. If it is not possible for me to upload additional assignments because of loss of power, please write a summary of the assigned reading, write a one-page analysis of some aspect of the reading that interests you, and bring them to the next class. If conditions allow, I will load a PowerPoint, lecture notes, or video of the missed lecture in Georgia View, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

EVALUATION:

Quizzes (5):	30%
Presentation:	20%
Draft and peer review	15%
Abstract	5%
Final dialect paper	20%
Final exam	10%

LATE WORK/MAKE-UP POLICY:

If you discover you will have a conflict with a due date, set up an appointment with me or see me during my office hours at least one week beforehand. I'm almost always happy to work out an extension with notice for reasonable causes. Don't surprise me on the due date or the days leading up to it with a sudden delay unless you have a genuine emergency and can document it.

CHEATING AND/OR POOR CONDUCT:

If you're not using your phone to access class materials, turn it off when you come into class; if you are using it, put all its various beeps on silent out of respect for your classmates. The same goes for tablets and laptops you're using; put them on silent.

We'll be using a lot of devices this term, and usually you'll find I'm happy to see you working on your tablet or phone (assuming you're really working, of course!) However, that does not apply during quizzes and tests! If you text or otherwise manipulate an electronic device during a quiz or exam, I'll assume you're cheating and assign a zero for the test and for the day.

As most of you know, I generally allow food and drink in class. But a big part of this course is making language sounds with our mouths. That's hard to do while chewing, so let's please limit it to drinks this term (this also means no chewing gum).

Other dishonest and disruptive behavior, should there be any, will be dealt with according to the *Student Handbook*.

COURSE CALENDAR:

The attached calendar is subject to change at the instructor's discretion or as needed. Check GeorgiaView for the latest version.

ATTENDANCE POLICY:

Come every day if at all possible; I'll do the same. For any absence after the third, I reserve the right to subtract one letter grade from your final class grade. Missed reading quizzes and write-ups, including those from days when you were late, may not be made up.

OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES:

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be

returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

contact information for the person or organization sponsoring/authorizing the student's participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

DISABILITY SUPPORT SERVICES:

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Access Library Guide at <http://libguides.daltonstate.edu/c.php?g=24716&p=149667> or contact the Disability Access office.

Contact information:

Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level
706/272-2524
aroberson@daltonstate.edu

TITLE IX INFORMATION:

Sex Discrimination, Harassment, & Assault

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone's ability to participate in or benefit from the college's educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability." Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation

Dalton State Public Safety (this report is not confidential)

Health Professions Building- Upper Level - 706-272-4461

Online Sexual Assault Report -

<https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51>

If you would like to report to Dalton State Administration: (this report is not confidential)

Report Title IX complaint online -

https://www.daltonstate.edu/campus_life/student-conduct-about.cms

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Dean of Students Office

Assistant Director, Student Conduct/ Deputy Title IX Coordinator

Pope 237

balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Lori McCarty, Human Resources

Director of Human Resource/ Title IX Coordinator

Memorial 122

lmccarty@daltonstate.edu 706-272-2034

If you would like to speak with a professional counselor confidentially:

Dalton State Counseling Center

706-272-4430

counseling@daltonstate.edu

DROP/WITHDRAWAL POLICY:

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is October 25.

COMPLETE WITHDRAWAL STATEMENT:

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All*

students must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.”

TURNITIN.COM

By taking this course, you agree that all required papers may be subject to submission for textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site (<http://www.turnitin.com/static/usage.html>).

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA:

1. YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the “New Users” link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID for this class is **13153613**; the enrollment password is "hwaet".

OR

2. YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM.

If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given in the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you.

Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com, whether

the paper has your name on it, and how you receive the Turnitin.com report.

Please note that in Turnitin.com there is a "test upload" assignment area for practice as well as the real assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not "education records." Therefore, test uploads will not be submitted for you.

Important note: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is as expected.

You can read more about Turnitin.com here: <http://www.turnitin.com>

DEPARTMENT OF ENGLISH PLAGIARISM

REVISED FEBRUARY 17, 2012

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author's last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer's own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author's last name and page number, but the quotation marks are not necessary.

What Plagiarism Is:

- The use of another's writing without proper use of quotation marks
- The borrowing or buying of a term paper or speech
- The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

What Plagiarism Is Not:

- A summary of a total work based on the writer's impression
- Original ideas and reactions based upon reading critical views in secondary sources
- Common knowledge about the particular author, works, or topic

Instructors May Suspect Plagiarism If:

- Writing or speaking style is significantly different from the student's normal style
- Vocabulary used is that which is not commonly used by the student
- Sentence structure varies widely from the student's writing
- Specific and limited knowledge is treated as common knowledge

Consequences Of Plagiarism May Include:

- 0 on the paper or speech
- F in class at the Instructor's discretion, if stated in the Instructor's syllabus
- Referral to the Dean of Student Affairs with a conference pending
- Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.**These sanctions could include:**

- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the **original material** and then compare the various styles of documentation.

Original Material

Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how *Huckleberry Finn* transformed American literature. Twain's innovation of having a vernacular-speaking child tell his own story *in his own words* was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second. Huck's voice combined with Twain's satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote

Even though literary critics may differ on the finer points of Twain's novel Huckleberry Finn, most tend

to agree that Mark Twain's satiric genius and his use of the youthful Huck's voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain's innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second (3).

Short Paraphrase

Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry Finn with his skillful treatment of point of view and social satire (Fishkin 3).

Long Paraphrase

Even though there is great dissension among commentators concerning the model Twain used to create Huckleberry Finn, almost all are in agreement on one aspect: how Huckleberry Finn permanently changed the face of American literature. Having a child tell the story in his own dialect combined with utilizing satire as a means of criticizing society were Twain's two strokes of genius that forever altered American literature (Fishkin 3).

Incorrect Paraphrase

Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

Works Cited

Fishkin, Shelley Fisher. Was Huck Black? Mark Twain and African-American Voices. New York: Oxford UP, 1993.

Calendar Fall 2016

Subject to revision as needed; check GeorgiaView for the updated version.

All pages and selections listed are things you should read before class on the day listed.

AUGUST

M	T	W	Th	F
15 First day of classes Introduction Some background: Semantics, Phonemes, Morphemes	16	17 Read “The Standard Story” and “The Real Story” from our text for class today	18	19
22 Linguistic background knowledge	23	24 Chapter 1: The origins of Old English	25	26
29 The International Phonetic Alphabet, practice	30	31 Quiz 1: Linguistic background/IPA	Sept. 1	Sept. 2

SEPTEMBER

M	T	W	Th	F
Aug. 29	Aug. 30	Aug. 31	1	2
5 Labor Day – no classes	6	7 Chapter 2: The Old English dialects	8	9
12 Chapter 3: Early lexical diversity	13	14 Chapter 4: Stylistic variation in Old English	15	16 Quiz 2 available online
19 Presentations	20	21 Presentations	22	23 Quiz 2: Old English (online) due before midnight
26 Chapter 5: Transition to Middle English	27	28 Chapter 6: A trilingual nation	29	30

OCTOBER

M	T	W	Th	F
3 Chapter 7: Lexical invasions	4	5 Chapter 8: Evolving variation	6	7
10 Fall Break No classes	11 Fall Break No classes	12 First C Session class Chapter 9: A dialect age Rough drafts due	13	14 Quiz 3: Middle English available online
17 TBA (makeup day or begin EME/ Chapter 10, depending on whether we're behind).	18	19 Chapter 10: The emerging standard Peer edits due	20	21
24 Chapter 11: Printing and its consequences	25 Last day to drop A session	26 Chapter 12: Early Modern English preoccupations	27	28
31 Chapter 13 (on Halloween!): Linguistic daring	Nov. 1	Nov. 2	Nov. 3	Nov. 4

NOVEMBER

M	T	W	Th	F
Oct. 31	1	2 Chapter 14: Dialect fallout	3	4
7 Quiz 4: Early Modern English Chapter 15: Stabilizing disorder	8	9 Chapter 16: Standard Rules Abstracts due	10	11
14 Chapter 17: New horizons	15	16 Chapter 18: Linguistic life goes on	17	18
21 Chapter 19: And dialect life goes on	22	23 Thanksgiving Break – no classes	24 Thanksgiving Break – no classes	25 Thanksgiving Break – no classes
28 Chapter 20: Times a- changin’	29	30 Quiz 5: Modern English Final exam review	Dec. 1	Dec. 2

DECEMBER

M	T	W	Th	F
5 Last day of classes Study/writing day (no class meeting) Final paper due	6 Final Exams	7 Final Exams	8 Final Exams	9 Final Exams Seniors’ grades due at noon
12 Final Exams Our final exam 10:30 am	13	14 Grades due at noon	15 Graduation	16

Sign-Off Sheet

English 3025
Fall 2016
Dr. Crisp

Name _____

I have received and read this syllabus; my professor has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Signature _____

Date _____