

THE ENGLISH LANGUAGE: HISTORICAL & ANALYTICAL

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OFFICE HOURS 1:30-3:30 MW; 9:00-11:00 T; 4:00-5:00 W; 11:00-2:00 Th; and by appointment or coincidence

CLASS ENG 315E

SECTION 2017

ROOM BW 249

TIME 11:50 MWF

SEMESTER Fall 2006

COURSE GOALS

- ▶ recognize modern English as the product of its political, social, religious, and economic history
- ▶ consider modern English's function in shaping, preserving, and transforming political, social, religious, economic, and interpersonal aspects of our culture
- ▶ ponder our responsibilities as ethical speakers of English
- ▶ become aware of the arbitrary nature of "correctness"
- ▶ sample a variety of theoretical approaches to English grammar
- ▶ review current grammatical standards for English
- ▶ practice working cooperatively
- ▶ develop skills in synthesizing ideas, discovering positions, and conveying these positions orally and in writing

TEXTS & RESOURCES

- ▶ David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge: Cambridge University Press, 2003) [CEEL on syllabus]
- ▶ Blanche Ellsworth and John Higgins, *English Simplified*, 11th ed. (New York: Longman, 2006).
- ▶ Blanche Ellsworth and John Higgins, *Exercises for English Simplified*, 11th ed (New York: Longman, 2006). [ES on syllabus]
- ▶ Gary Goshgarian, ed. *Exploring Language*. 10th ed. (New York: Pearson Longman, 2004). [EL on syllabus]

On Reserve

- ▶ Blanche Ellsworth, *Answer Key to English Simplified* (partial).

Web Site

<<http://www.cord.edu/faculty/sprunger/e315>> Some class materials will be available on the web site. Unlike previous versions of the site, this permutation no longer archives complete lecture notes, but it's still a resource where you can find the syllabus, lecture outlines, copies of writing assignments, and links to sites related to the class. Notice that much of the site is updated on a just-in-time basis, so updated versions of assignments, exam previews, and so forth may not be posted until close to the appropriate classtimes.

GRADE FACTORS

REACTION PAPERS (100 pts): These assignments will let you explore social dimensions of language by reacting to readings from *EL*. I'll grade these for content and construction. Your best scores on four of five writing assignments determine this portion of your grade. You must be in class on the day Reactions Papers are due before I'll accept them.

GRAMMAR QUIZZES (100 pts.): Objective quizzes will cover *ES* and other grammatical matters. Your best scores on four of five quizzes determine this portion of your grade. If a college-sanctioned activity causes you to miss a quiz, you may take it before you miss class or in rare cases before I return the graded quizzes (usually the next class period).

EXAMINATIONS (400 pts.): Three hour examinations and a final exam allow you to synthesize lecture materials. They will also contain objective reviews of key concepts from *EL*, *ES*, and class grammar presentations.

PROJECTS (300 pts): Choose one of these options:

1. Write three of four short research essays at various points in the semester: a) etymology; b) onomastics; c) modern usage; d) grammar portfolio.
2. Research some aspect of language and produce a substantial (~15 page) essay that uses at least ten sources, documented in MLA style, and allows as much original research as possible for the topic. This portion of the grade includes participation in a research community (prospectus, progress report, peer review, and oral report).

TASKS (100 pts): You will have opportunities to earn "task points" for completing additional short assignments, collecting evidence outside of class, and so forth. Each task is worth 4 points, and in general, each assignment will receive a binary (all or nothing) grade. Because task assignments are keyed to the day's discussion, they cannot be made up unless you have an excused absence. In addition to the 18 assignments listed on the syllabus, some unannounced inspections of your workbook, brief in-class response, and cooperative work may also figure into this portion of the grade.

SEMESTER GRADES

Semester grades are based on percentages of points earned, using this scale: 1000-920=A; 919-900=A-; 899-880=B+; 879-820=B; 819-800=B-; 799-780=C+; 779-720=C; 719-700=C-; 699-680=D+; 670-620=D; 619-600=D-. You must complete all major assignments to pass the course. Only in the rarest of cases may you take an “Incomplete” grade.

ATTENDANCE & INFORMED PARTICIPATION

My goal is to establish in the classroom a supportive community for active learning. In order to do so, everyone needs to prepare assignments before class, come to class, engage the material in class, and respect other class members. I expect your punctual and faithful attendance.

Forty-one class periods are scheduled this semester.

- ▶ By missing only 0-3 classes, you are eligible to earn any grade up to an A.
- ▶ By missing 4-5 classes, the highest grade you can earn is a B.
- ▶ By missing 6-7 classes, the highest grade you can earn is a C.
- ▶ By missing 8-9 classes, the highest grade you can earn is a D.

Excessive tardiness and extreme inattentiveness in class will also lower your course grade.

Whenever possible, you should inform me of absences before they occur and are responsible for any changes to the syllabus in your absence. Unless we make prior arrangement, I will not accept late work, and late work, when accepted, decreases in value each day it is late. Work received after an assignment has been returned to the rest of the class cannot earn more than 50% of its original value.

INTEGRITY POLICY

In accordance with Concordia’s Academic Responsibility Statement, all work should be your own; plagiarized work will be failed and its forger referred to the Dean’s office.

A NOTE ON THE READINGS & EXERCISES

The assignments are not proportional, so preview the syllabus and give yourself time to complete each assignment before class. In some cases, I may collect exercises and grade them as Tasks. Always complete them as if you will turn them in.

A NOTE ON THE OFFICE HOURS

Take advantage of my office hours. They provide opportunities to ask questions about the lectures, talk about ideas you have for writing assignments, go over graded work, and share insights about language. Each week, I post a schedule with my office hours divided into ten-minute slots, so you can reserve specific meeting times. You may also stop by and catch me in my office more spontaneously. If you can’t find a meeting time that’s compatible with your schedule, check with me for alternative meeting times.

A NOTE ON DEPARTMENT GOALS

Eng 315 contributes toward agendas of all four of the English Department’s majors. You may review all of the goals by visiting the English Department’s web site: www4.cord.edu/english.

Literature Goals. Successful Literature majors will ...

1. identify and explain the techniques used to create meaning in a text, using the vocabulary of the discipline
2. make connections between literary texts and their historical and cultural contexts

Writing Goals. Successful Writing majors will ...

4. use ethical, effective language

Print Journalism Goals Successful Print Journalism majors will ...

2. use rich, precise, and illuminating language

Eng 315 also contributes directly toward a student’s growth in the following **Minnesota Board of Teaching standard** for licensure in Communication Arts and Literature:

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

- (1) language development, cognition, and learning;

Addressed: the topic is infused through the class but dealt with more specifically through a reading in Crystal (chapter 23: Learning English as a Mother Tongue) and subsequent lecture/discussion.

Assessed: Exam 1.

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

- (2) the phonological, grammatical, and semantic functions of language;

PHONOLOGY:

Addressed: Phonology unit; reading in Crystal (chapter 17: The Sound System); lecture; in-class exercises

Assessed: Tasks 4 and 5; Exam 1

GRAMMAR

Addressed: Topic covered daily during semester through Ellsworth guide and workbook, in-class exercises, and the “Ten Sentence Project”

Assessed: Tasks 1, 3, 6, 7, 8, 11, 12, 14, 15, and 17; Quizzes 1-5

SEMANTICS

Addressed: unit on morphology/semantics; Crystal, chapters 11 (The Structure of the Lexicon) and 12 (Lexical Dimensions)

Assessed: Task 10; Exam 2

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

(5) language for independent learning and enjoyment;

Addressed: This topic is infused through the semester but treated specifically in Crystal (chapter 22: Personal Variation)

Assessed: Projects 1, 2, and 3 allow students to identify and investigate topics they particularly enjoy through independent observation and research

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

(13) the social, intellectual, and political importance and impact of communication;

Addressed: This topic is infused throughout the course, but treated more specifically through readings in Goshgarian and corresponding class discussion/activities

Assessed: Reaction Papers 1-5; exams 1-4

A. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:

(14) the meanings of messages, content and relational;

Addressed: This topic is infused through the course, but treated more specifically in units on semantics and non-verbal communication

Assessed: Reaction Paper 3; Exam 2

For a copy of the document listing all of the licensure goals and the classes that satisfy them, contact Sandy Johnson in the English Department (Academy 312).

TENTATIVE SYLLABUS MAP, FALL 2006

Week	History	Grammar	Social Linguistic	Graded Work
1	~ Introductions ~ 5 Principles			
2	~ Language Definitions & Language Origins	~ Diagnostic tests ~ Parts of speech ~ Clauses & sentences	~ Prescriptive/Descriptive Positions	~ Task 1 ~ Task 2 ~ Reaction 1
3	~ Language Families ~ Germanic languages / Grimm's Law	~ Usage 1 ~ Complements		~ Task 3
4	~ Phonology	~ Verbs ~ Semicolons	~ Advertising language	~ Grammar Quiz 1 ~ Task 4 ~ Reaction 2
5	~ Phonology ~ Review			~ Task 5 ~ Task 6 ~ Exam 1
6	~ Morphology & semantic principles	~ Usage 2 ~ Verbals	~ Gender & Language	~ Task 7 ~ Reaction 4
7	~ Morphology & semantic principles	~ Adjectives & Adverbs ~ Nouns & Pronouns		~ Project 1 ~ Task 8 ~ Task 9 ~ Grammar Quiz 2
8	~ Review	~ Usage #3		~ Task 10 ~ Exam 2
9	~ Old English	~ Agreement	~ Political Language	~ Reaction 4
10	~ Old English ~ Middle English	~ Sentence Patterns ~ Period, Question Mark, & Exclamation Point		~ Task 11 ~ Grammar Quiz 3
11	~ Middle English	~ Apostrophe ~ Colon, Dash, Parentheses, Brackets ~ Commas ~ Sentence boundaries	~ Offensive Language 1: Taboo language	~ Project 2 ~ Task 12 ~ Task 13 ~ Reaction 5
12	~ Early Modern English	~ More commas ~ Hyphens	~ Offensive Language 2: Hate Speech & Political Correctness	~ Task 14-15 ~ Grammar Quiz 4
13	~ Review			~ Project 3 ~ Exam 3
14	~ Age of Grammarians ~ American English	~ Parallelism ~ Modifier Placement	~ Cultural Diversity & English-Only Debate	~ Task 16
15	~ American English ~ World English ~ Projections	~ Achievement Tests		~ Project 4 ~ Task 17 ~ Task 18
16	~ Review			~ Grammar Quiz 5 ~ Final

Tentative Daily Schedule

☞ The syllabus might change: You're responsible for changes made in your absence. ☞

Week 1

9/1 F Introductions
Sprunger's Five Useful Principles of Language

Week 2

9/4 M Language & Language Origins
LA: Langer, "Language and Thought" (27-31)
Informal response to Langer [**Task 1**]
ES 1, 2, 3: Diagnostic Test ("Choice" parts only) [**Task 2**]

9/6 W Introduction to SUMP
CEEL: "Learning English as a Mother Tongue" (428-35)
ES 4, 5: Parts of Speech

9/8 F *EL*: What Is Standard English? (444-80)
Reaction Paper 1 due

Week 3

9/11 M SYMPOSIUM

9/13 W Language Families
ES 74: Words often Confused (Usage 1)

9/15 F Germanic Languages / Grimm's Law
ES 8: Complements
Task 3: Transcribe passage for grammar analysis

Week 4

9/18 M Phonology [*CEEL* 236-55]
Grammar Quiz 1

9/20 W Phonology
Task 4: Phonology exercise from Crystal
ES 11: Verbs
ES 48: Semicolon

9/22 F *EL*: Advertising Language [421-90]
Reaction Paper 2 due

Week 5

9/25 M Phonology
Task 5: Translate passage to IPA
ES 20 (part 1 only): Prepositional Phrases

9/27 W Review
Task 6: Prepositional phrases and their functions in passage

9/29 F **Exam 1**

Week 6

10/2 M Morphology and Semantics [*CEEL* 116-55]

ES 75: Words Often Confused (Usage 2)

- 10/4 W *ES 12, 21: Verbs & Verbals*
Task 7: Main verb phrase analysis
- 10/6 F *EL: "The Art of Conversation" (238-74)*
Reaction Paper 3 due

Week 7

- 10/9 M Morphology and Semantics
ES 15: Adjectives and Adverbs
Task 8: Verbals in passage
- 10/11 W *ES 17, 19 (only part 1): Nouns and Pronouns*
CEEL: Lexical Dimensions (170-87)
Task 9: Slang & Jargon
Grammar Quiz 2
- 10/13 F *CEEL: "Personal Variation" (394-423)*
Essay 1 (or research proposal) due

Week 8

- 10/16 M Review
Task 10: Morphology/semantics exercise
ES 71, 72: Word Choice (Usage 3)
- 10/18 W **Exam 2**
- 10/20 F FALL BREAK: NO CLASS ☹

Week 9

- 10/23 M FALL BREAK: NO CLASS ☹
- 10/25 W *EL: Roberts, "Brief History of English" (32-41)*
Old English [CEEL 6-29]
- 10/27 F Old English
ES 30: Agreement
EL: "Politically Speaking" [154-237]
Reaction Paper 4 due

Week 10

- 10/30 M Old English
- 11/1 W Middle English [CEEL 30-55]
ES 27: Sentence Patterns
- 11/3 F *ES 47: Period, Question Mark, & Exclamation Point*
Task 11: Identify sentence patterns in passage
Grammar Quiz 3

Week 11

- 11/6 M Middle English
ES 51, 58: Apostrophe, Colon, Dash, Parentheses, Brackets
Task 12: Kernel Sentences

- 11/8 W Middle English
ES 44, 46: Commas
Essay 2 (or Research Updates/Preliminary Bibliographies) due
- 11/10 F *ES 36: Sentence Boundaries (comma splices, fragment sentences, and fused sentences)*
Taboo Language (EL369-76, CEEL 172-74, plus photocopied essays)
Task 13: Conduct swearing survey
Reaction Paper 5 due (optional)

Week 12

- 11/13 M Early Modern English (aka Renaissance) English [CEEL 56-75]
ES 49: Commas & Semicolons
- 11/15 W Renaissance English
ES 59: Hyphen & Slash
Tasks 14-15: Punctuation exercise.
- 11/17 F *ES 60-61: Punctuation Review*
EL: Political Correctness and Hate Speech [496-552]
Grammar Quiz 4

Week 13

- 11/21 M Review
Project 3 (or Research Paper outlines/conferences) due
- 11/23 W **Exam 3**
- 11/25 F THANKSGIVING: NO CLASS ☹

Week 14

- 11/27 M Eighteenth-century Grammarians [CEEL 76-91]
ES 33: Parallel Structure
- 11/29 W Eighteenth-century Grammarians
ES 38: Modifier Placement
Task 16: Collect and classify a public example of “error”
- 12/1 F American English [CEEL 306-18]
EL: Cultural Diversity & English-Only Debate [582-99]

Week 15

- 12/4 M American English
Project 4 (or Research Essay) due
- 12/6 W World English [CEEL]
ES 94-96: Achievement Tests [Task 17]
- 12/8 F Future(s) of English
Task 18: World English Analysis

Week 16

- 12/11 M **Grammar Quiz 5 (optional)**
 Review
- 12/14 Th 11:00 - 1:00, **Final Exam**

