

History of the English Language
German 414SEM, Section A: Class #24569/Linguistics 414SEM, Section A: Class #24570
Course syllabus
Fall 2021
3 credits

A. Course description (from undergraduate catalogue)

Introduces the linguistic and cultural development of the English language from its beginnings to the present.

TuTh 2:20–3:35 p.m., 307 Hochstetter Hall

B. UB Portfolio

LIN 414 is no longer included in any Pathway or other part of the UB Curriculum. Students who entered UB at a time when it was included in a Pathway, however, may be planning to use it to fulfill that portion of the UB Curriculum. If you are completing this course as part of your UB Curriculum requirements, please select an ‘artifact’ from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these ‘artifacts’ as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include asynchronous activities assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>

C. Required texts

Albert C. Baugh and Thomas Cable. *A History of the English Language*, 6th. ed. Upper Saddle River, N.J.: Prentice Hall, 2013.

Thomas Cable. *A Companion to Baugh & Cable’s History of the English Language*, 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2013.

D. Instructor

Prof. David Fertig

638 Baldy Hall (mailbox in 609 Baldy)

716-645-0129

fertig@buffalo.edu

Office hours: Tuesday 3:45–4:45 pm & Thursday 12:30–1:30 pm (and by appt.)

E. Course requirements

1. Regular attendance, preparation and participation
2. Student questions/comments on each textbook reading assignment (to be submitted online before the class for which the reading has been assigned).

3. Special assignments (chosen by student from a range of options) and/or workbook assignments, depending on student's interests and goals
4. One mandatory and one optional test
5. A final project to be completed in the following stages:
 1. By October 7: If necessary, make an appointment with me to discuss topics.
 2. October 19: Turn in a one-paragraph description of the topic chosen.
 3. November 18: Turn in a rough draft of the project.
 4. December 7-9: (Optional) in-class presentations and discussion of projects.
 5. By December 17: Turn in the final version of the project.

In terms of quality, the final version of the project is what counts for your grade, but students who do not turn in a one-paragraph description by October 19 will have 5% deducted from their project grade, and students who do not turn in a reasonably complete rough draft before Thanksgiving (or make other arrangements if the nature of the project does not lend itself to a normal rough draft) will have up to 20% deducted.

- Most students do research papers as their projects, but I am open to other ideas.
- Papers should be approximately 8-10 pages for undergrads.
- Interested students will have the opportunity to present their projects in class during the last week of the semester.
- Students taking this as a German course are encouraged to write on a German-related topic and to use German-language material in their research. You may also discuss with me the possibility of writing your papers and other assignments in German if interested.

F. Grades

Your final course grade will be calculated as follows:

Participation and online chapter questions	15%
Assignments	35%
Test(s)	15%
Final project	35%

Scoring system for assignment points:

Your semester total for **assignment** points will be calculated as follows:

1st 80 points: 1 pt. = 1%
81-110 pts.: 2 pt. = 1%
111-140 pts: 7.5 pt. = 1%
141-150 pts: 10 pts. = 1%

This means: 80 pts. = 80%; 100 pts. = 90%;
110 pts. = 95%; 140 pts. = 99%; 150 pts. = 100%

Semester percentage grades will be converted to letter grades according to the following scale:

93-100% = A	90-92% = A-	
87-89% = B+	83-86% = B	80-82% = B-
77-79% = C+	73-76% = C	70-72% = C-

67-69% = D+	60-66% = D	0-59% = F
-------------	------------	-----------

G. Course and university policies

1. Incompletes

If you are considering discussing the possibility of an Incomplete with your instructor, please familiarize yourself with UB's official policy at:

<https://catalog.buffalo.edu/policies/explanation.html>

2. Academic Integrity

All students should be sure that they understand the University's Academic Integrity policy before completing any assignments or taking any tests. If you have any questions or concerns about the policy, please discuss them with your instructor. You will find the policy at:

<https://catalog.buffalo.edu/policies/integrity.html>

3. Accessibility Resources

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at:

<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

H. Critical Campus Resources

1. *Sexual Violence*

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

2. *Mental Health*

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to

help with these or other issues you may experience. You can learn more about these programs and services by contacting:

Counseling Services:

- 120 Richmond Quad (North Campus), 716-645-2720
- 202 Michael Hall (South Campus), 716-829-5800

Health Services:

- Michael Hall (South Campus), 716-829-3316

Health Promotion:

- 114 Student Union (North Campus), 716-645-2837

Learning outcomes and assessment for History of the English Language

By the end of this course, students should be able to do several of the following ...	Method of assessment
Explain how English is related to other Indo-European languages and to other Germanic languages	test 1 and branches of IE and branches of Germanic assignments
Give the approximate start and end dates of the major periods in the history of the English language	test 1
Identify the dates and achievements of major historical, literary, and intellectual figures in the history of English	text 1
Identify key distinguishing characteristics of at least one branch of Indo-European and/or Germanic	Branches of IE and branches of Germanic assignments
Decipher Runic inscriptions written in the elder futhork or Middle English manuscripts written in medieval scripts	Runic inscriptions assignment; manuscript transcription assignment
Recite Old English or Middle English poetry with correct pronunciation and meter	Reciting assignments
Use the Oxford English Dictionary and etymological dictionaries to produce narrative accounts of the origins and histories of English words	Etymology assignment
Use COHA and similar online corpora to explore changes in frequency of use of words and collocations.	COHA assignment
Describe key historical developments in English phonology, morphology, and syntax	test 1, workbook assignments, and Bible passage comparison assignment
Identify and describe major phonological dialect differences within and between British and American English	soundcomparisons.com and ANAE transcriptions assignments
Produce a well-researched and well-organized presentation and/or paper on a topic of personal interest	term projects

History of the English Language – Semester schedule – Fall 2021

Date	Class topic	Special Assignments	Baugh and Cable	Deadlines and test
Aug. 31	Introduction			
Sept. 2	Indo-European	Branches of IE	Chap. 1, 2	
Sept. 7	Indo-European to Germanic			
Sept. 9	Germanic	Branches of Germanic		
Sept. 14	Germanic/Runes			
Sept. 16	Runes/Old English	Runic inscriptions	Chap. 3	
Sept. 21	Old English		Chap. 4	
Sept. 23	Old English			
Sept. 28	Old English	Reciting OE verse		
Sept. 30	Old English			
Oct. 5	Norman England	Endangered languages	Chap. 5	
Oct. 7	Early Middle English		Chap. 6	Topics
Oct. 12	Early Middle English	Manuscr. transcription		
Oct. 14	Late Middle English		Chap. 7	
Oct. 19	Late Middle English	Reciting ME verse		Paragraphs
Oct. 21	Early Modern English		Chap. 8	
Oct. 26	Early Modern English	Bible passage comparison		
Oct. 28	Early Modern English			Test
Nov. 2	Standardization		Chap. 9	
Nov. 4	Lexicography/OED	Etymologies		
Nov. 9	Modern English		Chap. 10	
Nov. 11	Modern English	COHA		
Nov. 16	British dialects		Chap. 11	
Nov. 18	British dialects	soundcomparisons.com		Rough drafts
Nov. 23	American dialects	ANAE transcriptions	Chap. 12	
Nov. 25	THANKSGIVING	VACATION	(NO	CLASS)
Nov. 30	Pidgins and creoles			
Dec. 2	World Englishes			
Dec. 7	Presentations/special topics			Presentations
Dec. 9	Presentations/special topics			Presentations