

The University of Maryland, College Park
College of Education

EDCI 769
The History of the English Language

Fall 2005
Monday 4:15-7:00
Benjamin 0202
Office hours: M 3:00-4:00
and by appointment

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This course explores the relationships among the historical development of the English Language and modern day graphophonemic patterns, syntax, and English vocabulary. Currently, reading instruction is focused far more on explicit phonics and vocabulary instruction than was true during the whole language movement. Often this instruction appears to have been developed arbitrarily with little understanding of how letter-sound patterns, syntax, and word meanings in English have developed. English has roots in many other languages resulting from invasion, exploration, imperialism, immigration, and simple word borrowing. An important goal of the course is to develop a scholarly understanding of how English developed. This understanding has the potential of influencing research, curriculum, and instruction powerfully.

REQUIRED TEXTS:

- Bragg, Melvyn. (2003). *The adventure of English: The biography of a language*. New York: Arcade Press. ISBN 1-55970-710-0
- Sacks, D. (2003). *Language visible: Unraveling the mystery of the alphabet from A to Z*. New York: Broadway Books. ISBN 0-7679-1172-5
- Winchester, S. (2003). *The meaning of everything: The story of the Oxford English Dictionary*. New York: Oxford English Press. ISBN 0-19-860702-4

ADDITIONAL RESOURCES:

- Baugh, A. C., & Cable, T. (2002). *A history of the English language* (5th edition). Upper Saddle River, NJ: Prentice Hall. ISBN 0-13-015166-1
- Henry, M. K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore: Paul H. Brookes Publishing. ISBN 1-55766-664-4
- Illich, I., & Sanders, B. (1988). *ABC: The alphabetization of the popular mind*. New York: Random House. ISBN 0-679-72192-4
- Lerer, S. *The history of the English language*. Springfield, VA: The Teaching Company.
<http://www.teach12.com/teach12.asp>; 1-800-832-2412.
In audiotape, videotape, DVD, or CD. Currently on sale.
- Truss, L. (2003). *Eats, shoots & Leaves*. New York: Gotham Books. ISBN 1-592-40087-6

Winchester, S. (1998). *The professor and the madman: A tale of murder, insanity, and the making of the Oxford English Dictionary*. New York: HarperCollins. ISBN 0-06-017596-6

TENTATIVE SCHEDULE

- 9/12 Course Overview
- 9/19 Development of the Roman alphabet LV vii-xv; 1-41; 57-63; 74-81; 103-109
- Group A: Earliest alphabet found in Egypt
Group B: Phoenician alphabet
Group C: Greek alphabet
Group D: Roman alphabet
- 9/26 Old English: Conquest and Defeat AE ix-65
- Characteristics of Old English
Influence of Norman invasion
- 10/03 Written English Gains Great Ground AE 66-120
Rosh Hashannah
- Chaucer
Wycliffe and Tyndale
Standardized English
Renaissance
- 10/10 English Literature AE 121-143
- Poetry, rhetoric, plays
Shakespeare
- 10/17 The Great Vowel LV 44-56; 110-119; 141-155;
A, E, I, O, U, W, Y 172-178; 246-257; 310-319;
330-337; 348-357
- Turn in Reading Journal for mid-semester grade**
- 10/24 Consonants: LV 63-73; 82-91; 92-102; 120-129;
B, C, D, F, G, H, J, K, L 130-140; 156-171; 184-198;
200-213; 214-227
- Participation grade distributed**

10/31	Consonants: M, N, P, Q, R, S, T, V, X, Z	LV 228-237; 238-245; 258-267; 268-277; 278-288; 290-299; 300-309; 320-329; 338-346; 358-365
11/07	Early American English Eastern America Western America Enslaved America	AE 144-187
11/14	The Proper Way to Talk Mastering English as a Language English and Social Class Vocabulary to Match the Times	AE 188-235
11/21	The Meaning of Everything: The Beginning Students choose their own focus.	ME 1-96
11/28	The Meaning of Everything: Slow Going Students choose their own focus.	ME 97-185
12/05	The Meaning of Everything: Working to the End Students choose their own focus.	ME 186-250; xv-xxv
12/12	English: The Good and the Bad English as an Oppressor and a Liberator English as a World Language The Future of English	AE 272-299
12/19	Final Exam Complete Reading Journal due.	

COURSE REQUIREMENTS AND EVALUATION

Requirements:

If a student has a documented disability and wishes to discuss academic accommodations with the instructor, please contact the instructor as soon as possible.

Participation: Because EDCI 769 is a seminar, active involvement in class activities and discussions is expected. This involvement should include comments, questions, and observations pertinent to the topic. It will be *very important* that all students have completed the assigned reading before coming to class. In addition to completing the readings, each student will commit to studying carefully one section of the reading each week. Sections are identified on the syllabus and typically match the assigned chapters. The participation grade can be influenced negatively if a student does not participate actively in each class session. Both a mid-semester and a final semester grade will be given.

Reading Journal: Each week, students will write about the section that they have chosen for their focus. Their writing will begin with a graphic organizer of the ideas in the section followed by a summary of the major points and at least one memorable idea that they gained from reading the section. A memorable idea could be a new understanding about challenges in teaching children to read and write English, an idea for a new instructional approach, or a new idea for a research project. During class, they will add to the journal as other students share their thinking, particularly about sections of the assigned readings that were not their focus. Students will submit their journal for a mid-semester and a final-semester grade.

Final Exam: The course will end with a final exam in which students will be asked to analyze the relationships among the history of the English language, challenges for language instruction, and possible instructional strategies. Both class participation and the Reading Journal should prepare students for the final exam.

University Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge in support of the Honor Code. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

The pledge statement should be handwritten and signed on the front cover of the Reading Journal and the Final Exam. According to University policy, all students who fail to write and sign the Pledge will be asked to confer with the instructor. Please note, however, that signing or nonsigning of the Pledge will not be considered in grading or judicial procedures.

Grading:

Note that incompletes are reserved for very unusual circumstances such as a major illness.

<u>Assignment</u>	<u>Portion of Grade</u>
Participation	
Mid-semester grade	16%
Final grade	17%
Reading Journal	
Mid-semester grade	16%
Final grade	17%
Final Exam	34%