

PS INTRODUCTION TO THE HISTORY OF ENGLISH

Summer Semester 2008

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Office Hours:	Tuesdays, 10:00-11:00 a.m. and 4:00-5:00 p.m.
Class Time:	Mondays, 12:15-2:45 p.m.
Room:	HS 1108 KG I
Overview:	<p>We will depart from questions on English language phenomena today and ask how they developed. The answers will take us to the most important historical developments of the English language (sounds, grammar, vocabulary, discourse strategies) and important texts of Old, Middle and Early Modern English. Credit will be given for handing in a portfolio, i.e. participants will have to select from a catalog of tasks to be completed, such as leading a section in class, writing a review, writing an essay, writing a bibliography, or translating a medieval text. As an innovation, we will try to see to what degree we can use Wikimedia technology to familiarize ourselves with the most important facts and notions. There is a wikiversity course page at http://en.wikiversity.org/wiki/Course:Historical_English_Linguistics</p> <p>It includes course information, links to relevant Wikipedia articles, questions to prepared for each single lesson. Each student will have to lead one session with another student, i.e. s/he shall become a particular expert for one topic. S/he shall be able to answer questions on the topic asked by the class, to evaluate the answers given on the questions for this session and s/he shall have further questions prepared for discussion in class.</p> <p>Cf. also http://www1.ku-eichstaett.de/SLF/EngluVglSW/jg-web.htm</p>
Credit:	portfolio

SYLLABUS

<i>Apr 21</i>	organizational issues, general introduction and overview
<i>Apr 28</i>	phonology and spelling
<i>May 05</i>	morphology and syntax: nouns and adjectives
<i>May 12</i>	<i>no class (Whitsun!)</i>
<i>May 19</i>	morphology and syntax: pronouns
<i>May 26</i>	morphology: verbal system
<i>Jun 02</i>	syntax
<i>Jun 09</i>	lexicology: creating new words (borrowings and word-formation patterns)
<i>Jun 16</i>	lexicology: re-applying old words (semantic changes)
<i>Jun 23</i>	pragmatics and text linguistics
<i>Jun 30</i>	dialects and sociohistorical linguistics
<i>Jul 07</i>	medieval and early modern texts
<i>Jul 14</i>	medieval and early modern texts
<i>Jul 21</i>	revision

Portfolio Historical English Linguistics

Name:

portfolio element (You need to select 10 credits) (portfolio to be completed by 31 August 2008; single elements can also be handed in earlier)	evaluation (points)
compulsory: I've led one session of the course in a team: I've delved into one sub-branch of English historical linguistics, conveyed the core knowledge in class and answered questions of class participants. (2 cr.)	
compulsory: learning biography: (1) I've written a list of target(-competence)s that I've set myself at the beginning of this class, given reasons for these target(-competence)s; (2) at the end of this class I have noted down which of these I have realized and self-evaluated the overall quality of my learning progress based on the corrections of the instructor (1 cr.)	
I've handed in the preparatory work for four sessions (i.e. brief explanation of technical terms + answer to the questions; a written copy has to be handed in before the class starts) (2 cr.)	
I've drawn a 2-page table of the most important phonetic developments with examples of my choice (to be used for exam prep later). (1 cr.)	
I've drawn a 2-page table of the most important developments of nominal inflections with examples of my choice (to be used for exam prep later). (1 cr.)	
I've drawn a 2-page table of the most important developments of verbal inflections with examples of my choice (to be used for exam prep later). (1 cr.)	
I've drawn a 2-page table of the most important loanword layers with examples of my choice (to be used for exam prep later). (1 cr.)	
I've composed index cards showing the development of 7 frequent verbs (to be used for exam prep later; a list with possible items will be handed out in class). (1 cr.)	
I've composed index cards showing the development of the designations of 5 concepts (to be used for exam prep later; a list with possible items will be handed out in class). (1 cr.)	
I've composed index cards showing the development of the semantic development of 7 words (to be used for exam prep later; possible items will be given in class). (1 cr.)	
I've composed a bibliography on a diachronic topic of my choice (I've also given a reason for my choice). (1 cr.)	
I've selected an Old English text (from the Anglo-Saxon reader) of about 30 lines and translated it literally (I've also given a reason for my choice). (1 cr.)	
I've selected Middle English text (from Chaucer's works) of about 50 lines and translated it literally (I've also given a reason for my choice). (1 cr.)	
I've summarized (as an abstract) an article from the field of historical English linguistics which appeared in an academic journal (no longer than 30 lines) (I've also given a reason for my choice). (1 cr.)	
I've written a review of about 3 pages on a monograph of my choice from the field of historical English linguistics (I've also given a reason for my choice). (2 cr.)	
I've written a 5-page academic essay on a diachronic question of my choice. (2 cr.)	
I've contrasted the phonetic, morphological or lexical variants from three varieties of English (standard or non-standard) for one linguistic variable and explained them historically (1 cr.)	
I've written three popular linguistic contributions of about 15 lines on a layperson's diachronic questions. (1 cr.)	
I've contributed at least 15 lines to an already existing or new Wikipedia article from the field of historical English linguistics. (1 cr.)	

(Grading: 10-9/8-7/6-5/4-3/2-1/0)

Instructor's Comments: