

Spring 2013

MW 03:30 - 04:45 p.m., Fretwell 210

Instructor: Ralf Thiede, assoc. prof. Applied Linguistics
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https: //moodle.uncc.edu/course/view.php?id=110638

SYLLABUS

Texts: Graddol, David, Dick Leith, Loan Swann, Martin Rhys, and Julia Gillen, eds. 2007. *Changing English*. New York: Routledge –The Open University. ISBN 978-0-415-37679-2.

Lerer, Seth. 2007. *Inventing English: A portable history of the language*. New York: Columbia University Press. ISBN 978-0-231-13794-2.

Goals: This course traces the history and spread of the English language. We will see how it changed, what causes (political, natural, social, and language-internal) triggered those changes, and how it became a global presence with national varieties and creoles.

Policies: I do not have an *attendance* policy; linguistics courses do not lend themselves to absences anyway. Too much stuff. Plus there are biweekly tests. From past experience, *I recommend that you miss no classes at all*. You are welcome to have someone take notes for you or tape a class session for you if you really must be absent. Most importantly, I want you to feel free to tell me at any point if you should feel yourself slipping behind. Feel free also to ask for clarification at any point in the classroom, or if you would like me to go over something again.

The department has a *diversity* policy (Oct. 1983, rev. April 2009; next page), and actually any linguistics class worth its salt has one by default. Please contribute, and ask for, comparative data from dialects, languages, and cultures.

The campus and the department have a policy about *academic integrity* (Undergraduate Catalog, pp. 25-26). If you need help (extra credit, extension,...), do not hesitate to ask (i.e. you want help, you get help – but you gotta want to).

<http://www.legal.uncc.edu/policies/ps-105.html>

Grades

Your contributions will be weighted as follows:

40% research paper (includes a PowerPoint presentation)	
30% midterm	30% 5 tests (lowest grade dropped)

Academic Integrity Students have the responsibility to know and observe the requirements of *The UNC Charlotte Code of Student Academic Integrity (Undergraduate Catalog pp. 25-26)*. This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements of permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the

Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

A Note to Students: Charlotte English Department Statement on Diversity (April 2009)

The English Department strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.

The Department of English is committed to the centrality of writing in our curriculum.

G=Graddol et al. / L=Lerer

	<u>Readings</u>	<u>Topics</u>
Jan	09	<i>Intro to the course; synopsis of the history of English, Anglo-Saxon dialect areas</i>
	14 G ch. 1	The incredible diversity of English: Overview of World Englishes
	16 G ch. 2	The rise of English: Overview
	21	<i>Martin Luther King Jr. Day</i>
	23 L chs.1,2	Test 1 ; Anglo-Saxon literary language
	28 L ch. 3	From Old English to Middle English: French and Scandinavian influence
	30 L ch. 4	The Anglo-Norman period
Feb	04 L ch. 5	Middle-English literature: Chaucer
	06 L chs. 6, 7	Test 2 ; Middle English dialects and language changes; the Great Vowel Shift
	11 L ch. 9	Early Modern English: Shakespeare
	13 L ch. 10	Vocabulary explosion of the Renaissance
	18 L ch. 11	Renaissance linguistics
	20 L ch. 12	Test 3 ; Enlightenment lexicography: Dr. Samuel Johnson
	25 L ch. 13	American lexicography and literature
	27	Midterm
Mar	04	<i>Spring Recess</i>
	06	<i>Spring Recess</i>
	11 L ch. 17	Modern lexicography: The OED
	13 G ch. 3	The rise of national English(es)
	18 G ch. 4	Colonial and postcolonial English
	20 L ch. 14	Test 4 ; Diversity of American English as reflected in literature
	25 L ch. 15	Emergence of the American ‘voice’: Mark Twain
	27 L ch. 16	AAE
Apr	01 G ch. 5	Speech and identity
	03 G ch. 6	Test 5 ; Language attitudes
	08 L ch. 18	War and language
	10 G ch. 7	Style shifting and code switching
	15 L ch. 19	The creativity of language; Research paper due
	22	<i>Presentations to each other about our research papers (prepare a PowerPoint)</i>
	24	<i>Presentations to each other about our research papers (prepare a PowerPoint)</i>
	29	<i>Presentations to each other about our research papers (prepare a PowerPoint)</i>
May	01	<i>Reading Day</i>
May	08	02:00 – 4:30 p.m. Final Meeting