I COURSE DESCRIPTION

This course traces the development of Modern English from its origins to the present. It examines the historical, political, linguistic and sociolinguistic forces that have shaped it and its growth and worldwide spread. The native and non-native English varieties, and English-based Pidgins and Creoles that are a result of this development are identified. The course shows how modern English is not a monolithic or homogeneous entity. The major phases in the language’s evolution (Old, Middle, Early Modern, Modern English) are highlighted to show its changing linguistic features.

II COURSE RATIONALE

As a required course for English and English Education majors, this course is designed to give the candidate the following:

1. An awareness of how the English language evolved.

2. A knowledge of the nature of the language at each stage of its evolution as these stages show how the language developed. These phases can be used to support other literature courses across the English curriculum e.g., E 403 Shakespeare & E 401 Sixteenth Century Drama

3. A general knowledge of the nature and characteristics of native English varieties, non-native English varieties, and the English-based Pidgins and Creoles that the educated individual is exposed to with increasing globalization.

4 Knowledge of some English language issues expected of the educated person, the individual teacher and decision maker in the educational system.

III COURSE OVERVIEW

The theoretical and experiential knowledge base of this course are historical linguistics, dialectology and research in language variation, the field of Pidgin and Creole linguistics, and research into English as a world language in the past forty years. Additional data comes from work on diatypic and functional variation in modern English.
INSTITUTIONAL OUTCOMES AND LEARNING OBJECTIVES

Institutional Outcomes

- **Effective Performer.** The sound knowledge of the origins and development of English, including information on diversity and variation, which characterizes modern English, represents the material that candidates need to prepare them to perform in the classroom and work situation.

- **Reflective Decision Maker.** Candidates should become effective in this role when they utilize this knowledge in classroom situations where they are faced with students with different language varieties and social backgrounds that have language implications.

- **Humanistic Practitioner.** The classroom management skills and interpersonal relationship roles and decision making by candidates would be brought to bear using this knowledge base. Such knowledge base enhances the impartiality of the candidates’ practice.

Learning Objectives

**a) Knowledge**

During the course and on its completion, candidates should be able to:

(*The numbers after each item refer to NCATE standards.)*

1. See the origins of English in its widest context in the Germanic branch of the Indo-European language family. 3.1.5**
2. Trace the emergence of Old English and identify its features. 3.1.5
3. Understand the impact of the Norman Conquest on Old English and its submergence under French. 3.1.5
4. Trace the re-emergence of English, its change into Middle English, and the development of a written Standard English. 3.1.5
5. Describe the features of Middle English (ME). 3.1.5
6. Describe and understand the factors which shaped the character of “Early” Modern English. 3.1.5
7. Understand the effect of the eighteenth century attitudes to English on the language as it developed into “Modern” English. 3.1.5
8. Recognize the social, political and modernizing forces in the nineteenth century and after and their massive impact on modern English. 3.1.5
9. Trace, in general terms, the growth of native and non-native English varieties world-wide, understand the English-based Pidgins and Creoles as outgrowths from English, place Black English in its post-Creole context, and see all of these in relation to standard English and global linguistic pluralism. 3.1.4/3.1.1
10. Define, describe and recognize American English as the foremost native variety and its growing worldwide impact. 3.1.4
11. Define or characterize key concepts commonly misused including “standard,” “dialect,” variety,” “accent,” “language,” “pidgin,” “creole,” as they relate to the developing language. 3.1.4
b) **Skills**

Candidates show that they have acquired the above objectives by demonstrating their ability to:

1. Use essays and short answers to discuss the Germanic branch of the Indo-European Language Family and the place Old English in it. 3.1.5; 3.2.5
2. Point out and comment on the linguistic levels of Old English, and appreciate the contribution of other Indo-European languages to Old English in short answers, exercises and tests. 3.1.5
3. Discuss, in general terms, the sociolinguistic impact of the Norman Conquest and French on English. 3.1.5
4. Outline the re-emergence of English from under French domination in the Middle Ages, especially with reference to the contributing historical and sociolinguistic factors, in short answers. 3.1.5
5. Show the differences between the linguistic features of Middle English (grammar, vocabulary, pronunciation), between a synthetic and an analytic language (OE and ME), between the ME dialects, and account for the rise of Standard English in essays, exercises and tests. 3.1.5/3.1.7
6. Show in analysis essays why English can be called “modern” in the sixteenth and seventeenth centuries, and how the emerged standard was stabilized and spread. 3.1.5/3.1.7
7. Discuss and explain in essays or short answers the eighteenth century’s contribution to making English what it is. 3.1.5/3.1.7
8. Write essays which show what the modernizing forces in the 19th and 20th centuries contributed to the further consolidation and development of modern English. 2.2
9. Show some knowledge of the differences between native and non-native English varieties, English-based Pidgins and Creoles, and Black English. 3.1.4
10. Make intelligent and informed comments and undertake analysis and discussion of aspects of American English and American Dialects. 3.1.4
11. Show some recognition of the linguistic features of language varieties, which reflect the cultural context to which they belong in projects, texts, and MC examinations. 2.2
12. Show their knowledge of how English is learned/acquired in ENL, ESL, EFL situations in essays, short answers and responses to video presentations. 3.1.1
13. Complete a project in which they research and present a short paper on a Creole/Pidgin variety, a non-standard variety, two non-standard varieties (comparison/contrast), or a standard and a non-standard variety (comparison/contrast). 3.1.4
14. Demonstrate some understanding of the 18th century as the originating era of the study of grammar as a discipline, the beginnings of Prescriptive (Traditional) Grammar, the incipient suggestions of a usage-based (Descriptive) Grammar. 3.1.6.
15. Perform textual analysis of OE, ME, EME sample texts identifying and commenting on structural features of grammar, vocabulary, syntax, semantics (meaning). 3.2.5/3.1.7
c) **Dispositions**

- Candidates having received a solid knowledge base should commit to presenting accurate language instruction, drawing on this material, to their students.
- Candidates should accommodate cultural and language variety differences to support learners’ efforts to construct knowledge in the classroom.
- Knowing the value of language background, candidates should promote high expectations in students which build on these multiple perspectives.
- Candidates must be inclined to incorporate and use technology in all useful and creative ways.

V  **OUTLINE OF COURSE CONTENT**

The course content presented here is shaped by the rationale, objectives, and skills stated above and the structure of the textbook.

1. **Introduction:** English Past, Present, Future; English as a World Language. - Chapter 1.
2. **English and the Germanic Branch of Indo-European** – Chapter 2.
3. **Old English (OE)** – Chapters 3 and 4.
5. **Middle English (ME), features, dialects, and emergent standard** – Chapter 7.
7. **Modern English and the 18th Century** – Chapter 9.
8. **Modern English, the 19th Century and After** – Chapter 10.
9. **English as a World Language:** Native and Non-Native Varieties, English-based Pidgins and Creoles, Black English – Chapters 10 and 11.
11. **Audio-Visual – Videos on “The Story of English” and “A History of the English Language”** match each stage of the written content.

**Websites:**
1. [http://icg.harvard.edu/~chaucer/teachslf/less-0.htm](http://icg.harvard.edu/~chaucer/teachslf/less-0.htm)
2. [http://www.ups.edu/faculty/greenfield/OldEnglish.html](http://www.ups.edu/faculty/greenfield/OldEnglish.html)
Technology in this course is in the area of on-line resources and delivery of course content.

Students do not need a detailed knowledge of each chapter, but special attention has to be paid to OE, ME, EME and English in America, including Black English.

Some knowledge of the Germanic Branch of the Indo-European Language Family is needed followed by a closer look at how Old English relates to it.

VI  COURSE REQUIREMENTS

Short research paper or other papers. (The term paper must be completed to pass this course.)

Data Collection (may or may not be done each semester):

(1) Slang in American English and/or Black English
(2) Speech and Accent Differences on SCSU Campus
(3) Gender – neutral Language and Social Attitudes.
(4) Language/Linguistics Terminology Dossier
(5) Others – TBA

VII  METHOD OF EVALUATION & GRADING SCALE

Class Participation 5%
Mid-Term Examination 15%
Research Paper/Other Papers 20%
Final Examination 20%
Exercises & Tests 15%
Essays & Textual Analysis 25%

All assignments must be completed to pass this course. No one assignment is more important than another.

GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>100 – 90</td>
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<td>B</td>
<td>89 – 80</td>
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<td>C</td>
<td>79 – 70</td>
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<td>D</td>
<td>69 – 60</td>
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<td>F</td>
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Rubrics:
Do note the performance features listed below for the range of assessment instruments used in this course.

**Essays/Essay-Type Assignments**
- Proper understanding/interpretation of the topic/assignment.
- Use appropriate and relevant data/information from the textbook/lectures/videos as content for your analysis/discussion/descriptions/conclusions.
- Use examples of relevant data to illustrate your points.
- Use proper reasoning and College level grammatical language.

**Project/Data Collection**
- Follow the directions/guidelines on the project handout.
- Address all aspects of the project topic.
- Organized presentation of project findings.
- Use and crediting of all sources in the assigned documentation style.

**Textual Analysis**
- Read/Study a text and understand the data
- Analyze the text, identify and discuss features of it.
- Record observations/findings in clear grammatical language.

**Responding to Video/Audio Presentations**
- Give undirected responses in a manner relevant to the topic/issue being illustrated.
- Explain the relevance of the visual/audio text to the topic.
- Answer specific focused/directed questions.

**Multiple Choice Tests and Examinations**
- Use of a process of elimination to identify unacceptable/wrong options.
- Selection of the best suggested answer from the available options.

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**VIII BIBLIOGRAPHY**


- An extensive bibliography appears at the end of each chapter of the text.