Bioinformatics and Molecular Biology

Shonk

Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2005

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2005/133

This Article is brought to you for free and open access by the 2005 at The Keep. It has been accepted for inclusion in Fall 2005 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
English 4901
Policies and Procedures
Fall 2005
Shonk

Office: CH3060
Phone: 581-6310
Email: ctasl@eiu.edu

Hours: MWF 9:30-11, 3-3:30
TR 1-3

Texts

A History of the English Language, 5th, Baugh and Cable
The Origins and Development of the English Language, 5th, Algeo and Pyles

Course Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises/Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>2 Hourly Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Attendance

Attendance in itself does not directly figure into your grade. However, past experience has shown that those who do not attend regularly do very poorly in this class because of its complexity and sequential structure. One cannot expect a high grade in participation, moreover, if one is not present to participate.

An official excused absence (illness, family emergency, etc.) permits one to make up work within one week of one’s return to class (a bit longer will be allowed for extended illnesses or emergencies). One cannot make up work missed because of an unexcused absence.

The due date of the research paper is absolute. No late papers will be accepted.

Course Goals

The course is designed to familiarize students with the vast and fascinating changes in our language from the Old English period to the present day. Students will become familiar with the cultural, historical, and social forces that helped to promote those changes and with the potential for change in the future. Students will learn, perhaps most importantly, to view language as a linguist does: to set aside biases and stereotypic views and to look at language as a continually evolving entity. As Chaucer once noted, “In forme of speche is change.” This constant change will be the focus of the course.
Introduction to the course

Aug. 22

Aug. 24

Aug. 26

Aug. 29

Aug. 31

Sep. 2

“Language and Languages,” *ODEL* 1-18

“Sounds of Current English,” *ODEL* 22-31

“Sounds of Current English,” *ODEL* 31-37

Workbook Exercises (TBA)

“Indo-European Languages,” *HEL* 18-41

Labor Day--No Classes

“Indo-European Languages,” *ODEL* 73-81

Workbook Exercises (TBA)

“Old English,” *HEL* 43-57

“Old English Period,” *ODEL* 94-102

“OE Period” (cont.)

“OE Period,” *ODEL* 102-110

“OE Period,” *ODEL* 110-22

Workbook Exercises (TBA)

Review

**EXAM I**

Sep. 28

Oct. 3

“Middle English,” *HEL* 114-26, 127-30

“Middle English Period,” *ODEL* 127-35

“Middle English Period,” *ODEL* 135-40
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 7</td>
<td>Fall Break--No Classes</td>
</tr>
<tr>
<td>10</td>
<td>“Middle English Period,” <em>ODEL</em> 141-51</td>
</tr>
<tr>
<td>12</td>
<td>“Middle English Period” (cont.)</td>
</tr>
<tr>
<td>14</td>
<td>Workbook Exercises (TBA)</td>
</tr>
<tr>
<td>17</td>
<td>“The Renaissance,” <em>HEL</em> 200-220</td>
</tr>
<tr>
<td>21</td>
<td>“Modern English to 1800,” <em>ODEL</em> 163-71</td>
</tr>
<tr>
<td>24</td>
<td>Workbook Exercises (TBA)</td>
</tr>
<tr>
<td>26</td>
<td>“Modern English to 1800,” <em>ODEL</em> 173-82</td>
</tr>
<tr>
<td>28</td>
<td>“Modern English to 1800,” <em>ODEL</em> 182-200</td>
</tr>
<tr>
<td>31</td>
<td>Review</td>
</tr>
<tr>
<td>Nov. 2</td>
<td><strong>Exam II</strong></td>
</tr>
<tr>
<td>4</td>
<td>“The Appeal to Authority,” <em>HEL</em> 253-266</td>
</tr>
<tr>
<td>7</td>
<td>“The Appeal to Authority,” <em>HEL</em> 267-280</td>
</tr>
<tr>
<td>9</td>
<td>“The Appeal to Authority,” <em>HEL</em> 280-91, <em>ODEL</em> 206-10</td>
</tr>
<tr>
<td>11</td>
<td>“The English Language in America,” <em>HEL</em> 351-56, 360-76</td>
</tr>
<tr>
<td>14</td>
<td>“American Dialects,” <em>HEL</em> 376-397</td>
</tr>
<tr>
<td>16</td>
<td>Workbook Exercises (TBA)</td>
</tr>
<tr>
<td>18</td>
<td>“Recent British and American English,” <em>ODEL</em> 207-16</td>
</tr>
<tr>
<td>21-25</td>
<td>Thanksgiving Break--No Classes</td>
</tr>
</tbody>
</table>
28  "Recent British and American English," *ODEL*228-36
30  "Words and Meanings," *ODEL* 227-37

Dec. 2  "Words and Meanings," *ODEL* 238-44
5  "New Words from Old," *ODEL* 245-57
7  "New Words from Old," *ODEL* 257-68
9  Summary Discussion; Course Evaluation.  **Research Paper Due**

**Final Exam—TBA**
OLD ENGLISH

TEXT

Fæder ūre
Þū þe eart on heofonum,
Si þin nama gehālgod.

Tōbecume þin riċe.
Gewurh þin willa on eordan swā swā on heofonum.
Ūrne gedæghwāmlīcan hlāf syle ûs tō đæg.
And forsgyf ûs ūrne gyltas, swā swā wē forsgyfað
ūrum gyftendum.

And ne gelæd þū ūs on costnunge.
ac ālīs ūs of yfele. Sōþlice.

MIDDLE ENGLISH

TEXT

Oure fadir
that art in heuenes.
halewid þe þi nāme:

thi kyngdoom come tō:
þe þi wille dōn in ērthe as in heuene:
3yue tō vs this dai oure breged ðuer ðīþir
substaunce:
and forsyzue tō vs oure dectis, as wē forszyuen
tō oure dectouris:

and lēde vs not in tō temptācioun.
būt dēlyuere vs frō yuel. Amēn.

EARLY MODERN ENGLISH

TEXT

Our father which art in heauen,
hallowed be thy name.
Thy kingdome come. Thy will
be done, in earth, as it is in heauen.

Giue us this day our daily bread.
And forgiue us our debts, as we
forgiue our debters.
And lead us not into temptation,
but deliuer us from euill: For thine is
the kingdome, and the power, and the
glory, for euer. Amen.