


ENGL 329 History of English-DEAdd-2016-11-01

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Form Information

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**Indicates a required field*

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Proposing Department/Unit*	English	Contact Phone*	7243572261

Course Level*	undergraduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ENGL 329
Course Title*	The History of the English Language
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online

<p>Brief Course Outline*</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>ENGL 329 History of English is a 1-credit course that is a requirement for BS English Education majors. As a face-to-face course, it typically meets for 2 hours per week for the first 7 weeks of the semester. Recently, the course began to be offered only once per year rather than twice. Online offering will thus help free up the already dense schedules of English Education majors for a full 3-credit course.</p> <p><u>Catalog Description:</u></p> <p>Studies historical development of English language as a basis for a better understanding of modern American English.</p> <p><u>Required Texts:</u></p> <ul style="list-style-type: none"> • Jonathan Culpeper, <i>History of English</i> (3rd. ed., London: Routledge, 2015). Right-sized for a 1-credit course, this text will be covered in its entirety. • a recent edition of a suitable English dictionary with etymological information and a significant number of entries (e.g., <i>The American Heritage Dictionary</i>). <p>Course Schedule</p> <p><u>Week 1:</u> Introduction; Culpeper ch. 1/Place Names</p> <p><u>Week 2:</u> Culpeper ch. 2/Investigating Change and ch. 3/Letters and Pronunciation</p> <p><u>Week 3:</u> Culpeper ch. 4/Spellings and Speech Sounds and ch. 5/Borrowing Words</p> <p><u>Week 4:</u> Culpeper ch. 6/New Words from Old and ch. 7/Changing Meanings</p> <p><u>Week 5:</u> Culpeper ch. 8/Grammar I (Nouns) and ch. 9/Grammar II (Verbs)</p> <p><u>Week 6:</u> Culpeper ch. 10/Dialects and ch. 11/Standardisation; choose word for final Word Web</p> <p><u>Week 7:</u> Culpeper ch. 12/World Englishes; final Word Webs due</p>
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Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>Dr. Christopher M. Kuipers received his doctorate from the University of California-Irvine, having earlier earned a masters from the University of Texas at Austin, both renowned centers for medieval studies, classics and other disciplines related to historical linguistics. While at Texas, he studied under Thomas Cable, the co-author of a foundational textbook on the history of English. He has been teaching university courses in the history of English since 2002, and has regularly taught ENGL 329 at IUP. He updated the Old English portion of the Intercontinental Dictionary Series, based on Carl Darling Buck's famous comparative dictionary of Proto-Indo-European synonyms, and recently republished online here.</p> <p>Dr. Kuipers has taught online courses at IUP continually since the first online-only term of Winter 2008. He has offered well over a dozen online sections of undergraduate and graduate English courses. Since 2009, he has also used the Moodle course management platform for face-to-face instruction. He has served or is serving on doctoral committees for dissertations focused on distance education pedagogy. He has also presented at a regional conference on the topic of what beginning online instructors should know. In October 2014, he received financial support from his department and the College of Humanities and Social Sciences to attend workshops and presentations at the Teaching Professor Technology Conference, where cutting edge practices and technologies in distance education are featured.</p>
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<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>There are three primary goals for ENGL 329 History of English, all met through the means listed below.</p> <ol style="list-style-type: none"> 1. Understand and differentiate the various cultural-linguistic waves that washed over the British Isles (Celtic, Roman, Germanic, Scandinavian, Christian/Latin, Norman, French, etc.), connecting these to the global currents of Indo-European language history), and analyzing how the fossilized layers of language sediment left behind can be discerned in Old, Middle, and Modern English (British and American). 2. Locate one's own regional and dialectal place (e.g., Pittsburghese, pop vs. soda vs. Coke, etc.) in the broader contemporary context of world Englishes, with particular attention to the historical dimensions of certain contemporary facets of English that are apropos to future secondary teachers (e.g., English as a Second Language/ESL, grammatical prescriptivism, etc.), acknowledging the peculiar strengths and drawbacks of both written and spoken English as the leading language and script of the world today. 3. Cultivate foundational knowledge and skills in the critical use of print and online dictionaries and other data corpuses for historical-linguistic research, and in passing review as needed the essential aspects of language insofar as these have changed significantly over the history of English (e.g., shifts in phonology; development of modal verbs; verbal tense vs. aspect; etc.). <p>All course goals will be addressed repeatedly through textbook readings and exercises (which encourage students to interact with representative historical samples of language throughout), supplemented with various additional online exercises and short projects as needed. (The British perspective of the course textbook also provides an important element of defamiliarization for American students for whom language may be present and transparent rather than historical and opaque.) The final "Word Web" encourages students to encapsulate what they have learned in a multimedia project that links one English word to historically and culturally related terms and concepts.</p> <p>Besides the textbook readings and exercises, submitted as appropriate by email or through the course management system, etc., as desired, these primary distance activities will be further supported by materials provided by the instructor, whether as digital handouts, podcasts, video lectures, or other appropriate online delivery methods. Students will be given online quizzes on significant concepts, terms, dates, geographical names, and historical events. Final projects will be uploaded or shared in any appropriate media, and will thus require students' self-conscious attention to their project's digital life as itself a historical entity.</p>
<p>How will the instructor-student and student-student interaction take place?* (if applicable)</p>	<p>The instructor will interact with students primarily through email, but other tools will be used as appropriate, including blogs, wikis, and /or the comment and news items functions of the online learning management system (LMS). In addition to in-person office hours, the instructor will be available on request by phone, text, Skype, or other online modes.</p> <p>Besides the threading tools and other means provided by the LMS for student-student interaction, at least one non-LMS tool will be offered for the class, such as a FaceBook group, a Twitter or SnapChat following, or other social media platform. To protect their privacy, students participating in any such class-related social media group will be required to open new accounts or to otherwise adjust their settings to limit communication to class-related topics. To ensure standards of good online behavior, the instructor will monitor, but participate only minimally, in any such student social media outlet.</p>
<p>How will student achievement be evaluated?</p>	<p>Informal work, such textbook exercises or other brief written responses, will be evaluated on a straightforward check plus, check, check minus rating. Quizzes and other short objective assessments will be scored according to a simple points-based system. The final assignment will be evaluated according to a rubric available ahead of time. Comments on assignments will be shared with students by email, the LMS commenting fields, or any other convenient mode listed above under instructor-student interaction. Evaluations will be posted and available for immediate viewing on the LMS gradebook.</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>For more formal written assignments, the instructor may elect to use the Turnitin submission platform as a supplementary LMS. The usual red flags, such as suspiciously learned prose, or vastly different performances on informal vs. formal work, will be investigated further as needed.</p> <p>Tests and quizzes will be time-limited, logged electronically. These will also be designed to elicit unique, open-ended responses, and will be "open book" and "open web," as it were. For instance, students may be invited to answer textbook exercises for which a key is readily available at the back of the textbook or online, but to supply additional examples, rationales, and explanation that go beyond the given "right answer(s)."</p> <p>Another simple but powerful social tool for reducing dishonesty will also be employed: the occasional reminder of "in-group" big ideals, to the tune of "we all agree that good IUP students always try their best on the toughest assignments, right in line with the principles of our university honor code." The "honor code" may be a fiction, but no less powerful for that reason.</p>

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