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**Calumet College**

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**of Saint Joseph**

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

## COURSE SYLLABUS, Fall 2019

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| <b>EWPC 320A, The History and Study of the English Language</b> |
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| <b>Instructor Information:</b>   |   |
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| <b>Instructor Name</b>   | Janine Harrison   |
| <b>Office Number:</b>  | Rm. 523   |
| <b>Phone Number:</b>   | (219)   |
| <b>Email:</b>  | jharrisonpoore@ccsj.edu                                   |
| <b>Office Hours:</b>   | T/R, 9:15– 10:15 AM; T, 2:30 – 3:30 PM; or by appointment |
| <b>Instructor Background:</b> Janine Harrison, M.A., M.F.A., has been teaching college English for longer than the majority of her students have existed on the face of this Earth. In addition, she is a creative and commercial freelance writer. She wrote <i>Weight of Silence</i> (forthcoming by Wordpool Press, 2019) and <i>If We Were Birds</i> (Moria Books, 2017). Formerly, she served as a Highland Poet Laureate and a literary not-for-profit organization leader. She lives in Northwest Indiana with her husband, fiction writer Michael Poore, and teen artist daughter, Jianna Sol. |   |

| <b>Course Information:</b>           |  |
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| <b>Course Time:</b>                  | T/R, 12 – 1:30 PM  |
| <b>Classroom:</b>                    | Rm. 208  |
| <b>Prerequisites:</b>                | EWPC 103   |
| <b>Required Books and Materials:</b> | Curzan, Anne, and Michael Adams. <i>How English Works: A Linguistic Introduction</i> . 3 <sup>rd</sup> ed., Longman, 2012. |

**Learning Outcomes/ Competencies:**

*This course meets the following objectives:*

Students in this course will...

- demonstrate a basic understanding of graphology, morphology, orthology, semantics, phonology, and syntax.
- understand the historical, cultural, and technological contexts that have driven the evolution of the language.
- understand the basic historical evolution of English grammar conventions and punctuation marks as well as the correct usage of both today.
- understand and identify elements of traditional English grammar, including the parts of speech, parts of a sentence, and dependent and independent clauses.
- broadly understand and appreciate characteristics of English versus other languages and cultures.
- appreciate the importance of the evolution of the English Language in relation to cultural power and in relation to English usage today.

*This course introduces the following English Program learning objectives:*

Students in this course will...

- understand the history and structure of the English language and the role it plays in contemporary culture.
- analyze a variety of complex nonfiction, literary and professional communications on both global-structural and local-sentence levels.
- synthesize their knowledge of the English language and its literary and professional forms in clear, well-organized, rhetorically-effective English prose, including nonfiction essays, literary texts, and professional communications.

**Course Description:**

This course traces the evolution and development of the English language from its Indo-European roots to today's regional and cultural vernaculars. It includes a close study of English etymology, of the interactions between language and technology (the invention of paper, the printing press, mass-market publishing, and the Internet), the evolution of our grammar and punctuation, and the controversies over the structural canons of the English language.

**Learning Strategies:**

This class is taught in a process-based, participatory workshop environment, with frequent discussion sessions. Students will be asked to read, reflect, write and research in a recursive set of course assignments and activities. Students will be evaluated on their questions and upon their answers, on their process as well as their product. Students will view and listen to several multi-media texts.

**Experiential Learning Opportunities:**

The class will examine the English language further at University of Chicago's Regenstein Library in Hyde Park, IL.

“When we study human language, we are approaching what some might call the ‘human essence,’ the distinctive qualities of mind that are, so far as we know, unique to man [and woman].”

– Noam Chomsky, *Language and Mind*

| <b>Assessments:</b>   |  |               |
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| <b>Major Assignments:</b>   | Research Paper   | 150           |
|   | Presentation   | 150           |
|   | EXL Assignment   | 100           |
| <b>Assessments:</b>   | Exam 1   | 100           |
|   | Exam 2   | 100           |
|   | Exam 3   | 100           |
|   | In-Class Assignments/Homework  | 300           |
| <b>Class Participation:</b>   | While participation will not be formally assessed, if a student is on the border between two grades, it will serve as a deciding factor as to which grade is earned. |               |
| <b>Total</b>  |  | 1,000 Points  |
| <b>Grading Scale:</b>   |  |               |
| 100% – 92%: A   | 91% – 90%: A-  |               |
| 89% – 88%: B+   | 87% – 82%: B   | 81% – 80%: B- |
| 79% – 78%: C+   | 77% – 72%: C   | 71% – 70%: C- |
| 69% – 68%: D+   | 67% – 62%: D   | 61% – 60%: D- |
| 59% and below:  | F  |               |
| (900 – 1,000 points = A, 800 – 899 = B, 700 – 799 = C, 600 – 699 = D, <600 = F) |  |               |

### **Course Schedule:**

#### **Week I**

T- 08/27 Introduction to class  
Assn.: Read *HEW*, Ch. 1, “A Language Like English,” and complete Ex. 1.3

R-08/29 Discuss “A Language Like English”  
Assn.: Read *HEW*, Ch. 2, “Language and Authority,” and complete Ex. 2.2, #1

#### **Week II**

T-09/03 Discuss “Language and Authority”  
Assn.: Read *HEW*, Ch. 13, “History of English: Old to Early Modern English,” pp. 417-431

R-09/05 Discuss “History of English: Old to Early Modern English,” Old English  
Assn.: Read *HEW*, Ch. 13, pp. 431-451, and complete Ex. 13.1, #4, in column form.  
 Look for patterns of language differences

#### **Week III**

T-09/10 Discuss “History of English: Old to Early Modern English,” Middle and Early Modern English  
Assn.: Read *HEW*, Ch. 4, “English Morphology,” and complete Ex. 4.1

R-09/12 Discuss “English Morphology.” Discuss Exam 1  
Assn.: Study for Exam 1

#### **Week IV**

- T-09/17 Finish Ch. 4 discussion. Exam review. Discuss Humanities Week and EXL component  
Assn.: Finish studying for Exam 1
- R-09/19 **Exam 1**  
Assn.: Read *HEW*, Ch. 7, “Semantics”
- Week V**
- T-09/24 Discuss “Semantics”  
Assn.: Complete *HEW*, Ch. 7, Ex. 7.3, #1
- R-09/26 Continue discussing “Semantics”  
Assn.: Read *HEW*, Ch. 5, “English Syntax: The Grammar of Words”
- Week VI**
- T-10/01 Discuss “English Syntax: The Grammar of Words”  
Assn.: Complete *HEW*, Ch. 5, Ex. 5.5
- R-10/03 Continue discussing “Syntax: Grammar”  
Assn.: Read *HEW*, Ch. 6, “English Syntax: Phrases, Clauses, and Sentences”
- Week VII**
- T-10/08 Discuss “English Syntax: Phrases, Clauses, and Sentences”  
Assn.: Complete *HEW*, Ch. 6, Ex. 6.2
- R-10/10 Continue discussing “Syntax: Phrases.” Discuss Exam 2  
Assn.: Begin studying for Exam 2
- Week VIII**
- T-10/15 Finish discussing “Syntax: Phrases.” Review for Exam 2  
Assn.: Finish studying for Exam 2
- R-10/17 **Exam 2**
- Week IX**
- T-10/22 Discuss Exam 2. Discuss Research Paper and Presentation. **Midterm Conferences**  
Assn.: Study for Midterm Exam
- R-10/24 Blackboard Learn Discussion Board only  
Assn.: Read *HEW*, Ch. 3, “English Phonology,” and complete Research Paper Proposal for T-11/05
- Week X**
- T-10/29 **Class Canceled - Attend Humanities Fest\***
- R-10/31 **Class Canceled - Attend Humanities Fest\* *Happy Halloween!***  
***\*Required - Attend 5 events total***
- Week XI**
- T-11/05 Discuss “English Phonology.” Discuss Research Proposals  
Assn.: Complete *HEW*, C3, Ex. 3.1, #'s 1 and 2. Work on Research Paper and Presentation from now until due date
- R-11/07 Continue discussing “Phonology.” Discuss scholarly writing  
Assn.: Read *HEW*, Ch. 12, “American Dialects”

**Week XII**

- T-11/12 Discuss “American Dialects”  
Assn.: Complete *HEW*, Ch. 12, Ex. 12.1; please survey 5 individuals, using a set of 6 to 10 questions
- R-11/14 Continue discussing “American Dialects”  
Assn.: Read *HEW*, Ch. 14, “History of English: Modern and Future English”

**Week XIII**

- T-11/19 Discuss “Modern and Future English”  
Assn.: Complete *HEW*, Ch. 14, Ex. 14.3, #2
- R-11/21 Continue discussing “Modern and Future English.” Discuss Exam 3 and Presentation Schedule  
Assn.: Study for Exam 3. Don’t forget to work on Research Paper and Presentation

**Week XIV**

- T-11/26 *Fall Break ~ Enjoy!*
- R-11/28 *Thanksgiving ~ Eat, drink, be merry, and be grateful!*

**Week XV**

- T-12//03 Review for Exam 3. Schedule Presentations
- R-12/05 **Exam 3**

**Week XVI**

- T-12/10 **Research Papers due. Presentations begin**
- R-12/12 **Presentations.** Class wrap up
- TBA** **Final Grade Conferences** (optional)

*I reserve the right to change this schedule to meet the needs of the class.*

| <b>Responsibilities</b>     |   |
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| <b>Attending Class</b>      | <p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn’t excuse you from doing class work; instead, you will have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>In accordance with the English Program attendance policy, any student missing more than <b>NINE (9) hours of class</b> will receive an <b>F</b> (a failing grade) for the course.</p> |
| <b>Turning In Your Work</b> | <p>You cannot succeed in this class if you do not turn in all your work when due. If an absence is unavoidable, please let me know in advance, in which case it will be marked as excused. Students with excused absences will be</p>   |

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|   | <p>able to make up work for full credit if it is submitted at the beginning of the next class period and will receive a 10 percent grade deduction if it is submitted at the beginning of the second period after returning to class.</p> <p><b>Missed in-class work, including quizzes, cannot be made up.</b> Students with unexcused absences will automatically receive a 10 percent grade deduction on any classwork submitted at the beginning of the next class period after the work is due and a 20 percent deduction on work submitted the second period after returning to class. After one week of tardiness, work will no longer be accepted.</p>  |
| <p><b>Meeting Standards for Classroom Behavior:</b></p> | <ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> </ul> <p><b>Eat before or after class.</b> Consume meals, snacks, and other food items outside of the classroom. Eating during class detracts from the learning environment. Drinks, cough drops, hard candy, etc. are permitted, so long as they do not become a distraction.</p> |
| <p><b>CCSJ Student Honor Code</b></p>                   | <p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> </ul> <p>Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</p>  |
| <p><b>Doing Your Own Work:</b></p>                      | <p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>  |
| <p><b>Sharing Your Class Experience:</b></p>            | <p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential</p>  |

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|                                | to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!              |
| <b>Withdrawing from Class:</b> | After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog. |

| <b>Resources</b>                  |  |
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| <b>CCSJ Book Rental Program</b>   | The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . <b>All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b> |
| <b>Student Success Center:</b>    | The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.   |
| <b>Disability Services:</b>       | Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.  |
| <b>Student Assistance Program</b> | Through a partnership with <b>Crown Counseling</b> , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b> , at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a> .  |
| <b>CCSJ Alerts:</b>               | Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .  |



*"You'll have to be more specific—my people have more than four hundred different words for snow cone."*