Dr. Jeff Schonberg  
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Office hours: 2:00-3:00 M  
9:30-11:30 T-Th  
or by appointment

Required Texts


Secondary Texts (available in the Porter Henderson Library and/or through JSTOR)


Jesperson, Otto. *Growth and Structure of the English Language* (ASU Library)

Watson, John W. “Northumbrian Old English ēo and ēa.” (JSTOR)

Andy Kirkpatrick, ed. *Routledge Handbook of World Englishes* (ASU Library)

Klein, Ernest. *Comprehensive Etymological Dictionary of the English Language* (ASU Library)


Tim William Machan. “Chaucer and the History of English.” (JSTOR)

Jeannette Marshall Denton.”An Historical Linguistic Description of Sir Thomas Malory’s Dialect.” (JSTOR)

Hayes, Bruce, et al. “Maxent Grammars for the Metrics of Shakespeare and Milton.” (JSTOR)
Catalog Course Description

English 6361 emphasizes various problems in the structure and/or history of the English language.

Course Objectives and Content

We will be examining the phonological, morphological, syntactic, lexical, and cultural history of the English language. We will touch on some of the other Indo-European languages, but the primary emphasis will be on the principles of change in English. From this starting point, we will work toward the following goals:

- understand the Indo-European background that places English within the Germanic family and appreciate the English language’s relations to such nonGermanic families as Hellenic, Italic, and Indic;
- understand the dynamic nature and kinds of changes in English since Anglo-Saxon, based upon a study of primarily literary texts representative of the succeeding linguistic periods;
- use the above goals to understand the kinds of changes now going on in English to resolve practical problems at various levels (e.g., academic, political, social).

Course Requirements

1. Two short (10 minute maximum) oral presentations covering the results of sample course-based analyses.

2. One short (5-7 pages) exploratory paper in which you analyze one aspect of a dialect (phonemic, morphemic, syntactic, semantic) in a literary text chosen from the Burnley textbook.

3. One longer (15-20 pages) paper in which you analyze:
   a. a combination of the phonemic, morphemic, syntactic, and semantic aspects of a dialect in your chosen text;
   b. a conclusion in which you hypothesize the “English” reflected in your chosen text.

4. Oral presentation of the longer paper (20 minute maximum)

All papers must follow current APA format and style guidelines.
**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

**Michelle Boone, J.D.**  
*Director of Title IX Compliance/Title IX Coordinator*  
Mayer Administration Building, Room 200  
325-942-2022  
michelle.boone@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345.*

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
Course Calendar

**Week 1 (14 January):**

Introduction to course

Complete the Indo-European – Germanic assignment attached to the syllabus

**Week 2 (21 January):** **Martin Luther King Day (no class);** read: M & H 1-34

For further information/reading, see Henry M. Hoenigswald’s *Language Change and Restoration* (ASU Library); Roger Lass’s *Historical Linguistics and Language Change* (ASU Library); Lyle Campbell’s *Historical Linguistics: An Introduction* (ASU Library); Robert J. Jeffers’ *Principles and Methods for Historical Linguistics* (ASU Library)

**Week 3 (28 January): Historical Linguistics and Phonology**

Discussion of readings

In-class IPA exercise attached to class email

Read: M & H 47- 78;

For further information/reading, see W.B. Lockwood’s *Panorama of Indo-European Languages* (ASU Library); Colin Renfrew’s *Archaeology and Language: The Puzzle of Indo-European Origins* (ASU Library); Paul Friedrich’s *Proto-Indo-European Trees: The Arboreal System of a Prehistoric People* (ASU Library); Winfred Lehmann’s *Proto-Indo-European Phonology* (ASU Library)

For further information/reading, see Bezalel E. Dresher, *Old English and the Theory of Phonology* (ASU library); Morgan Callaway, *Studies in the Syntax of the Lindisfarne Gospels, With Appendices on Some Idioms in the Germanic Languages* (ASU library).

**Week 4 (04 February): Preliminaries: Before English**

Discussion of readings

Complete the Indo-European – Germanic assignment attached to class email

Read: M & H 79-111; Burnley 1-18
Week 4 (11 February): Beginnings and Transitions: Old English (aka Anglo-Saxon)

Discussion of readings

In class A-S phonology transcription assignment: first 20 lines of Lindisfarne Gospel

Read: M & H 112-142; Burnley 29-38

For further reading/information, see George William Small’s “On the Study of Old English Syntax” (JSTOR); Alice Harris’s “Trapped Morphology” (JSTOR); Christopher M. Cain’s “George Hickes and the ‘Invention’ of the Old English Dialects” (JSTOR); Hyeree Kim’s “Subcategorization Inheritance in Old English P-V Compounds” (JSTOR)

Week 5 (18 February): Discussion of Morphology, Syntax, and A-S Dialects

Oral Presentation #1

Discussion of presentations

Discussion of readings: in-class analysis of first 16 lines of Cædmon

Read: M & H 143-179; Burnley 65-69

Using IPA, transcribe lines 1-21 of the “First Continuation” of The Peterborough Chronicle (Burnley, 72)

For further information/reading, see Hereward Thimbleby Price, Foreign Influences on Middle English (ASU library); Sibylle Hug, Scandinavian Loanwords and Their Equivalents in Middle English (ASU library); Jeannette Marshall Denton’s “An Historical Linguistic Description of Sir Thomas Malory’s Dialect.” (JSTOR); James Frederick Rettger’s “The Development of Ablaut in the Strong Verbs of the East Midland Dialects of Middle English” (JSTOR)
Week 6 (25 February): Middle English: Dialects and Diversity

Discussion of reading

Discussion of Peterborough transcription: What phonemic changes from A-S do you note? Can you hypothesize about the causes of these changes?

Read M&H 180-218; Burnley 191-194

For further information/reading, see Anthony Warner’s Complementation in Middle English and the Methodology of Historical Syntax: A Study of Wyclifite Sermons (ASU Library); Sherman M. Kuhn’s “Don and Maken: Some Observations on Semantic Patterns” (JSTOR); Richard Ingham’s “Negation and OV Order in Late Middle English” (JSTOR); Fred West’s “Some Notes on Word Order in Old and Middle English” (JSTOR)

Week 7 (04 March): Middle English Syntax and Semantics

Discussion of readings

Analysis of Paston Letter lines 31-55

Read M & H 219-269; Burnley

Week 8 (11 March): Spring Break

Work on Exploratory Paper

Week 9 (18 March): From Middle to Early Modern English

Exploratory Paper Due

Discussion of readings.

In-class analysis of phonology and morphology of Queen Elizabeth’s
Week 10 (25 March): Mapping Change in Tudor English

Discussion of readings

In-class analysis of syntax and semantics of lines 29-61 of the “Preface” to Samuel Johnson’s *Dictionary* (Burnley 306)

Read M & H 295-318; Burnley 315-320

For further information/reading, see “The Language of Transported Londoners” (158-71) in *Legacies of Colonial English* (ASU Library); Noam Chomsky’s *Sound Pattern of English* (ASU Library); Hans Kurath’s *Phonology and Prosody of Modern English* (ASU Library)

Week 11 (01 April): Modern English Phonology and Morphology

**Oral Presentation #2**

Discussion of readings

In-class phonological and morphological analysis of lines 45-64 of the excerpt from Charles Darwin’s *The Descent of Man* (Burnley 339)

Read M & H 319-340

For further information/reading, see Merja Kytö, “The Emergence of American English” (121-57) in *Legacies of Colonial English* (ASU library); Marina Tarlinskaja’s “Rhythm and Syntax in Verse: English Iambic Tetrameter and Dolnik Tetrameter” (JSTOR); John Payne, et al’s “The Syntax of Once, Twice, and Thrice” (JSTOR); Douglas Biber and Edward Finegan’s “Drift and the Evolution of English Style: A History of Three Genres” (JSTOR)
Week 12 (08 April): Discussion of Modern English Syntax and Semantics

Discussion of reading

In-Class Analysis of the syntax and semantics of lines 15-34 of the excerpt from Henry Sweet’s *The Practical Study of Languages* (Burnley 357)

Read M & H 341-405;

For further information/reading, see Walt Wolfram, “Remnant Dialects in the Coastal United States” (172-202) in *Legacies of Colonial English* (ASU library); Peter Trudgill and Jean Hannah’s *International English: A Guide to Varieties of English Around the World* (ASU Library); Gail M. Coelho’s “Anglo-Indian English: a Nativized Variety of Indian English

Week 13 (15 April): English World Wide in the 20th Century

Discussion of reading

Work on longer paper

Week 14 (22 April): Longer Paper Work

Work on Longer Paper

Week 15 (29 April): English and the World

Longer Paper Due

Work on Presentation

Week 16 (06 May): Final Exam: Longer Paper Presentations