

[American University of Beirut](#)
[Department of English](#)

MWF 1200-1250, Fisk 337

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A WORDPRESS VERSION OF THIS SYLLABUS IS AVAILABLE AT: hel.djwrisley.com/
A LISTING OF STUDENT COURSE BLOGS FOR THE FALL 2015 IS AVAILABLE AT:
hel.djwrisley.com/index.php/archive/course-blogs/

Course summary: ENGL 229 is a course required of all English majors, Literature and Language. It is a cultural history of the English language in a global context. The course covers the historical evolution of the English language, attempts at standardizing English and its contact with other languages, as well as the contexts of its twenty-first century expansion. The course also introduces students to new technologies of curating, representing and analyzing language data.

Course Learning outcomes: For assessment purposes, some of the CLOs below are linked to the Language and Literature Program Learning Outcomes found here:
www.aub.edu.lb/fas/english/Pages/undergraduatestudies.aspx

Students in this course will

- Acquire cultural and historical frameworks in which to situate texts in the various Anglophone traditions – LNG/LIT PLO 1
- Be encouraged to situate the history of English in a global context – LNG 3;
- Be exposed to the idea of languages in contact – LNG 3 / LIT 1;
- Consider the invention of English as an object of cultural inquiry;
- Recognize formal problems of language found across time and space – LNG 3;
- Situate themselves in Lebanon in the twenty-first century with respect to language change and variation – LNG 3;
- Be exposed to historical attempts at collecting and standardizing language, as well as the politics of such a process;
- Gain knowledge about historical remediation of linguistic artifacts and how it impacts our view of the history of language;
- Gain hands-on experience with digital historical corpora (literature and language) as a means of accessing language of various historical periods – LNG/LIT 5;
- Explore emergent technologies for the representation, and treatment, of language data;
- Collaborate to collect, and curate data, about the Englishes of Lebanon – LNG/LIT 5
- Learn to use a blogging platform for regular assignments and final portfolio purposes – LNG/LIT6
- Be encouraged to synthesize rather than memorize material about the history of language.

FALL 2015 REQUIREMENTS

5 blog postings – 50%, 10% each

- **Transcription exercise:** described [here](#).
- **Chaucer database exercise:** write a **blog post** reflecting on using the Chaucer database; choose two of Lerer's examples of Chaucerian language and look for them in the database (vocabulary from Romance languages, 72; inversion of verb/object, 75; multiplied negation, 75; use of singular/plural, formal/informal pronouns, 76; alliterative pairings, 77)
- **Lexicography exercise:** described [here](#).
- **Translation conference summary:** Attend the 150th anniversary of Arabic Protestant Bible Conference and write a blog posting. Program [here](#). You can attend any ONE of the lectures or sessions and/or the exhibition (Beirut or Mansourieh). Please comment on the historical language rather than the religious aspect. You might compare to our discussions earlier of Chaucer, Caxton, the KJV, the Wycliffe Bible.
- **Wildcard project:** I would like you to pick one topic related to the history of English you have not written about elsewhere in your blogs. You can use the list of [topics](#) as a place to go looking for them. Choose only one topic or combine two topics. This will be in the form of a long blog posting, but your sources should include 3-5 quality websites. It should be synthetic in nature, about 300 words and should include citations (page numbers for the article), appropriate cited images and links. Check with me about the topic if you are concerned about its appropriateness.

2 In-class responses (based on readings) 10%

Attendance and Participation 10%

Data reflection 10%: Make a map of your contribution. You might compare it with the contributions of others, or groups of other classmates. Please use avatars, not names. In about 250 words, please reflect on what you tended to collect for the map project, what difficulties you had in tagging the data, the kinds of patterns in your own data.

Data contribution and final map project 20%: (15% analysis, 5% data collection- with extra credit for exceptional collection) (page in your WordPress):

This posting should be about 500 words and include citations from articles/books read in the class. You should include insights you took from at least one of the four articles for the map project found at the bottom of [this page](#). Your map project should include at least three maps you have built from the common dataset that help support the claims you are making about the map project as a whole.

Your map analysis should be extensive.

SPRING 2016 SCHEDULE

READINGS SHOULD BE COMPLETED FOR THE DAY THEY ARE LISTED.

There is one required book: Seth Lerer, *Inventing English: A Portable History of the Language*, available at the university bookstore. Other readings are delivered via the course site.

M 25 Jan	No classes, Inauguration
W 27 Jan	Intro, Course site, Course project, Create an anonymous email account at the site of your choice (this will be your WordPress avatar as well). Download Fulcrum for mobile data collection, use your anonymous email.
F 29 Jan	Medieval Britain, Lerer ch 1-3
M 1 Feb	Global Englishes I : Phillipson ch 2 , Nelson World Englishes and Corpora Studies
W 3 Feb	Linguistic Landscapes: Kallen/Dhonnacha , Spolsky/Cooper , Wikipedia
F 5 Feb	Introduction to WordPress/Fulcrum
M 8 Feb	Instructor away – Please collect 15 samples of language data using Fulcrum MAP DATA TIPS HERE: http://hel.djwrisley.com/index.php/mapf15/tips/
W 10 Feb	Lab: tagging the samples (HK)
F 12 Feb	Chaucer , Lerer ch 5, Chaucer's MFW glossary
M 15 Feb	Middle English, Lerer, ch 6, Linguistic Atlas of Late Mediaeval English
W 17 Feb	Lab: Transcription of a Medieval Manuscript , skim Bolter/Grusin on remediation LAB EXERCISE HERE: http://hel.djwrisley.com/index.php/schedule-s16/transcription/
F 19 Feb	Lab: Caxton's printing , Lerer ch 8, The Atlas of Early Printing LAB EXERCISE HERE: http://hel.djwrisley.com/index.php/schedule-s16/caxton-exercise/
M 22 Feb	Shakespeare , Lerer ch 9
W 24 Feb	KJV and Bible translations into English: slides , King James Bible Online , King James Bible full text

ENGL229 – History of the English Language - 4 Major requirement for Literature/Linguistics

F 26 Feb	<p>Lab : map tutorial (HK), before class, create an academy account at CartoDB. Time permitting, check out their map academy.</p> <p>MAP TUTORIAL HERE: http://hel.djwrisley.com/index.php/mapf15/making-a-map/</p> <p>CUSTOM HTML FOR YOUR MAPS HERE:</p>
M 29 Feb	IN CLASS QUIZ 1
W 2 Mar	Lexical Expansion in Early Modern English, Lerer ch 10; Early Modern Conversions (DREAM)
F 4 Mar	Johnson , Lerer, ch 12, Demaria (available on campus), his dictionary here .
M 7 Mar	Webster , Lerer, ch 13, Reed , his dictionary here or here.
W 9 Mar	<p>Lab: Comparative Lexicography</p> <p>Exercise here: http://hel.djwrisley.com/index.php/schedule-s16/lexicography-exercise/</p>
F 11 Mar	OED, Lerer ch 17, Winchester
M 14 Mar	<p>Lab: Exploring the Spatiotemporality of the OED, Williams</p> <p>Exercise here: http://hel.djwrisley.com/index.php/schedule-s16/oed/</p>
W 16 Mar	Lab : Making your own map with our linguistic landscape data, embedding in WordPress, skim Aiestaran, Cenoz and Gorter , De Klerk/Wiley , Reh
F 18 Mar	N American Englishes, Lerer ch 13-14, North American Dialect Map , Telsur Project
M 21 Mar	N American Englishes, Lerer ch 15-16, Ethnologue for North American Languages, Big Data and Black Twitter
W 23 Mar	IN CLASS QUIZ 2
F 25 Mar	Latin Good Friday
M 28 Mar	Latin Easter Monday
W 30 Mar	<p>Lab: Basics of SQL</p> <p>SAMPLE SQL HERE: http://hel.djwrisley.com/index.php/mapf15/making-a-map/</p>
F 1 Apr	LAUD presentation lecture
M 4 Apr	Instructor away – follow LAUD tweets
W 6 Apr	Instructor away – follow LAUD tweets
F 8 Apr	Global English, Phillipson, ch2 and ch5 , Mesthrie , Crystal

ENGL229 – History of the English Language - 5 Major requirement for Literature/Linguistics

M 11 Apr	Lab: Exploring Global Englishes with Glowbe
W 13 Apr	I.A. Richards “Basic English and its Uses”
F 15 Apr	English in Africa
M 18 Apr	English in South Asia
W 20 Apr	English in the Middle East; Mahboob , NYT
F 22 Apr	English in China; Gil/Adamson ; Hong Kong Corpus of Spoken English
M 25 Apr	Final Work
W 27 Apr	Final Work
F 29 Apr	Greek Good Friday
M 1 May	Greek Easter Monday all work due 3 May

ATTENDANCE POLICY

The course is based on regular, progressive exercises. It is required for students to attend. A maximum of six absences in the semester is allowed. After this point, students will be removed from the class.

Attendance and participation in class will be an essential part of the final grade. Attendance means that you are present and that you bring your readings. Class participation means that you come prepared to discuss the materials, that you speak up when you have something relevant to say and that you are respectful of all students’ desire to speak. If you do not attend regularly you should also expect a low participation grade. The same is true if you do not bring your books or if you regularly arrive late.

COURSE POLICIES

- Phones should not ring in class. You should not text in class.
- If you must leave class early, inform me, sit by the door and leave quietly.
- If you know that you have to miss class, please inform the instructor ahead of time, and preferably in writing. Staying in communication is the key.
- Students should bring their reading, paper, and a pen or pencil to class.
- Devices are allowed in class, and encouraged for subjects related to the course, except in the case of in-class assessment.
- Excused absences must come from AUH, and are subject to verification.

INTEGRITY

Academic integrity and honesty are central components of a student’s education. Ethical conduct maintained in an academic context will be taken eventually into a student’s professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for ensuring the academic integrity of the University.

ENGL229 – History of the English Language - 6 Major requirement for Literature/Linguistics

You should be familiar with the [AUB Student Code of Conduct](#) including what happens in the case of infraction.

This class has a combination of in-class and out-of-class assessment opportunities. Your work on both should be your own. For group projects, you should provide me with a breakdown of what team members did what.