

LING 4802/5802; ENGL 5101

Historical Linguistics: English

Winter 2022 Carleton University

Where: Tory 346

When: MW 11:35a to 12:55p

Instructor: Daniel Siddiqi

Email: daniel.siddiqi@carleton.ca
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Office Hours: by appointment
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Teaching Assistant (LING 4802 only): Isabelle Boyer

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Course Description:

This course deploys a wide array of theoretical linguistics techniques and skills, primarily morphological, phonological, and syntactic analysis as well as typological and diachronic analysis, in order to examine the historical development of a particular well-studied language: English. This class will study the origins of English starting with Proto-Indo-European progressing through Common Germanic and then ultimately the stages of English itself. This course is a theory-intensive course and will focus on historical linguistic topics such as the development of English from a scrambling language to a V2 language to a strict SVO language. Other topics include the phonological sound changes and phonemic inventories at different stages, the change from a fusional language to an isolating language, and the drastic changes in inflectional system of the language.

For students enrolled in ENGL 5101: Please be advised that this course is distinct from a History of English course. This is not the graduate version of ENGL 2105. I am indeed an English language linguist and I am an English professor, but this is a HISTORICAL LINGUISTICS course. You should be prepared for me to have very little to say about Medieval Studies or English Literature. ENGL 5207, 5208, 5303 and 5305 are the more appropriate classes for that kind of content. I want to set appropriate expectations here.

This class will be online only during January and will be HyFlex with in person meetings in Tory 346 after that. Online meetings will be live, but will be recorded to be streamed from Zoom so that attendance can be both synchronous and asynchronous. The Zoom meeting location for this class is here:

Topic: LING 5802, LING 4802, ENGL 5101

<https://carleton-ca.zoom.us/j/92713605347?pwd=VVhxU2F2UTZwV3FZMUxIZXN4enMrQT09>

Meeting ID: 927 1360 5347

Passcode: 519458

Once we are back in the classroom, I defer to your personal judgement about what makes you feel safe. The seating in the room spaces us out pretty well (we are in a large room), and everyone will be wearing masks. I'd advise you to prioritize in person attendance over anything other than your personal safety concerns. I know that, were I in your position, I would need to resist the urge to prioritize avoiding Ottawa winter weather over this class. Try to resist that urge. All classes are more effective in person, but I expect that is especially true of this one.

Undergraduate Prerequisites:

[LING 2005](#) Minimum Grade of D-
and

[LING 2007](#) Minimum Grade of D-
and one of

[LING 3005](#) Minimum Grade of D- *or* [LING 3810](#) Minimum Grade of D- *or* [LING 3811](#) Minimum Grade of D-

Required Books:

Both Undergrad and Grad: The English Language: A Linguistic History. Brinton & Arnovick
THIRD EDITION.

Grad Only: The Syntax of Early English Fischer et al (2000). This book is available via e-book in the library.

https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991022643281805153

Schedule:

I've found that this class is pretty hard to predict the pace of from year to year. As a result, I will not publish a reading schedule in advance. I will tell you what I expect you to read about a week ahead of time.

Class Participation and Attendance:

Regular attendance, synchronous or asynchronous, is mandatory, but not because I am taking attendance...because I am not. This class moves quickly and in most cases covers material that you have never encountered before. The lectures build off of what came before as well, so even the occasional absences will require serious study in order to grasp the missed material before assessments. This class is offered three ways: in the classroom (TB 346), synchronously online, and asynchronously online. I can get pretty rant-y and lecture-y, so this class is well-suited for asynchronous learning. Nonetheless, if you feel comfortable and safe in the classroom setting, I think we would all benefit from interactions with each other, so I advise in person participation.

UNDERGRADUATE ASSESSMENTS:

Grading Policy (Undergraduate):

I grade on a curve in this class (and every other class, for that matter). I give every assignment a letter grade-- I do not use a point system. A grade of A indicates the assignment met the highest expectations I had for it. A grade of C indicates the assignment met my basic expectations. I will give out the occasional A+ for truly exceptional work, but they are extremely rare to come from me. This means that, if you are doing great work throughout the semester, you will be getting an A average in the course. At the end of the semester, I curve the grades (usually upwards) so approximately 10% of the class earns an A+. Throughout the semester, I will keep you updated on the class's performance on assignments, so you have a constant sense of where you are in the class.

Be advised: Isabelle will do all the grading for undergrads.

Grade Breakdown:

- 20% Quizzes
- 20% First Exam
- 20% Second Exam
- 20% Third Exam
- 20% Semester Project

Quizzes:

At the **END** of class nearly every day, Isabelle will prepare a short online quiz that covers material we have covered recently either in lecture or in the reading. The quiz will be due before the next class on Wednesday (for Monday quizzes) or by noon Friday (for Wednesday classes). Expect Isabelle to post the quizzes by 5pm after class.

Exams:

You will have three exams distributed throughout the term. Because of the nature of the course, the exams will be cumulative, and will be largely short answer questions where you use morphological trees etc. to support your answers. All exams in this class are take home exams.

UNFORTUNATELY NECESSARY DISCLAIMER: Quizzes and exams are INDIVIDUAL projects. I fully expect you to study together, but any answers that are word-for-word identical will be considered an Academic Integrity violation. Study together but write for yourself. If we determine that your answers come via a website like Chegg or Wikipedia, we will consider this an Academic Integrity violation. Be advised that we have no say in the punishments of such violations. We will simply turn them over to the Dean's office and let them sort it out.

Semester Project:

Over the entire course, you will have a semester project that I will only occasionally keep tabs on. The end assignment for the project is to turn in a 7-10 page (1750-2500 words) paper on one of two topics. One, you may do an etymological analysis on several words or idioms in English. Two, you may find a phenomenon from a previous stage of English and create a synchronic syntactic or phonological account for it.

The project consists of three parts: a) creating a handout as if you were going to present your research at a conference, b) presenting that handout to the class, and c) the paper itself.

Though I will grade each part, these individual parts do not have their own points associated with them, but rather the semester project will all be graded as one chunk.

“Presentations” this term will not be given in person (for obvious reasons). Rather, I would like you to upload a short (5-minute) video to the website presenting your work. This video can be remarkably low res, recorded on your webcam or even your cell phone. If this is something that is difficult for you to do, I am happy to find a way to accommodate. The paper itself is due on the last day of the term. For the paper and the handout, only electronic submissions in the form of PDF files are acceptable. I will assume you have some experience crafting handouts/powerpoints before coming to this class, but if you do not, I am happy to meet to coach you up.

Important dates (Undergraduate):

- Exam 1 assigned Wednesday, February 2
- Exam 1 due Monday, February 7
- Exam 2 assigned Wednesday, March 9
- Exam 2 due Monday, March 14
- Exam 3 assigned Wednesday, April 6
- Exam 3 due Monday, April 11
- Presentations and handouts due Monday, April 11
- Final paper due Thursday, April 28

GRADUATE ASSESSMENTS:

Grading Policy (Graduate):

A's mean satisfactory. B's mean less than that. A+'s will be rare and indicate exceptional work. I will not offer written feedback on assignments. Instead, I will meet with each of you in April for half an hour to discuss your submitted work and offer advice/discussion.

Be advised: Isabelle will not do any grading for the grads.

Grade Breakdown:

- 20% Quizzes
- 20% Presentation of Primary Literature Article (25 minutes)
- 20% Presentation of Original Research (20 +10 min)
- 40% Final Paper

Quizzes:

At the **END** of class nearly every day, Isabelle will prepare a short online quiz that covers material we have covered recently either in lecture or in the reading. The quiz will be due before the next class on Wednesday (for Monday quizzes) or by noon Friday (for Wednesday classes). Expect Isabelle to post the quizzes by 5pm after class.

Presentation of Primary Literature:

On the day the undergraduates are ASSIGNED their exams, the graduate students will be present a chapter from the Fischer et al book (we will assign chapters in advance). This presentation will have accompanying handout/powerpoint and provide the necessary context for the other students. Students may choose at their own discretion to do a different original article. You must clear that with me, first. Of course, the content of this presentation will vary between the English students and the Linguistics students. This presentation is expected to be approximately 25 minutes long. We will split the graduates into two chunks, one for the February exam and one for the March exam.

Presentation of final project:

During the final exam period, each graduate student will present their research paper (to the entire class via HyFlex or something like Zoom) in the form of a 20 minute talk with a 10 minute question and answer period. The grade for this part includes the talk, the handout/slides, the ability to answer questions thoughtfully, and the ability to form thoughtful questions and discussion in the question period of the other students. Again, we will split the graduates into two chunks, one for the last day of class the other one for whenever we get scheduled for Final exams. Undergraduates are invited to participate as audience members, but they are not tested on the material.

Final Paper:

Note that there are three choices for your project, below. In general, if you think your career takes you in the direction of presenting original research at conferences or publishing papers in journals, you should choose the final option. The second option also has value for that career trajectory as many junior scholars are often asked to write these types of paper. If you are on a

more professional trajectory and feel like original research does not contribute to your career goals, the first choice might be ideal. Note, I strongly recommend that this project be tied to your thesis research if at all possible. Any of the options fulfil that goal.

No matter your choice, your paper must follow the Leipzig Glossing Rules found here:

<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>

Additionally, for this paper, please follow the Language style guide, which is the default for linguistics papers:

<https://www.linguisticsociety.org/sites/default/files/style-sheet.pdf>

Only electronic submissions in the form of PDF files are acceptable. There is no page limit here, but this paper should be typical of a journal article. A rough guess is that 8000 words is appropriate.

Option 1: Critical review

You will choose an article that discusses a problem / topic covered in the readings from class. You must verify the article with me before starting your writing (in my office hours). The report should include a list of references from at least 5 sources other than the paper under review (and others than the texts we have read together).

The idea here is to provide a summary of the main points of the article and a critical appraisal of its problems with particular attention the presentation of the arguments and the nature of the supporting evidence. You should be trying to influence the reader's judgment as to whether or not the article contributes significantly to the development of theory or data illumination. The following are beats you should hit (You do not have to answer all of the questions in c):

(a) Provide a summary of the issues that are addressed in the document, including stressing that the focus is on a theoretical problem, or a problem related to analysis of a particular body of data, or both. Try to indicate also clearly as possible the hypothesis or hypotheses that the author defends.

(b) Summarize the main arguments and supporting evidence of the position defended by the author. Cite examples of relevant data. This summary (parts (a) and (b)) cannot include more than half of the report. These parts must be clearly indicated.

(c) Assess the strength of the evidence and arguments. Does the paper contribute either to the clarification or elaboration of a particular theoretical problem? How? 'Or' What? Does it contribute to the explanation of certain data? Which ones? Are the conclusions justified? Why? Are there any interesting predictions? Develop them. Is the paper consistent? You must demonstrate in this part your knowledge of the subject/issue developed in the paper.

Option 2: Handbook Chapter

A handbook chapter summarizes the history or current state of a field of research. Handbooks in linguistics are almost ubiquitous, so it should be easy enough to find examples to follow. I am partial to this one (though I can't put my finger on why):

https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991022832125405153

This is a survey of literature, so in this case the target for the number of references is much greater than the other choices. Your chapter will focus on a specific aspect of morphology and should include (some of) the following:

Introduction/definitions
Historical perspectives
Critical issues and topics
Current contributions and research
Main research methods (where appropriate)
Recommendations for Practice (where appropriate)
Future directions (where appropriate)

This is a very good choice if you are at the stage of your thesis that you are developing a literature review, as the work you do for this project and the work you do for your lit review will overlap a lot.

Option 3: Original Article

You can write an article on any topic in the field of theoretical/generative morphology, provided you check it with me first. The article should include a list of references from at least 5 sources (other than the texts we have read together).

The idea here is to present an original analysis of new data, or data that is already in the literature. The content of an article is more open than the content of a review. However, your article should include the following parts:

- (a) A summary of the general topic of your article. Locate your article in relation to the current literature.
- (b) A detailed discussion of the specific issue raised in your article, with examples.
- (c) An original analysis. If this analysis contains 'holes' or additional problems, that is not catastrophic, but they must be mentioned.

Important dates:

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|------------------------------------|--|
| • Primary Literature Presentations | Wednesday, February 2 |
| • Primary Literature Presentations | Wednesday, March 9 |
| • Original Research Presentations | Monday, April 11 |
| • Original Research Presentations | Whatever day they assign us for finals |
| • Paper Due | Thursday, April 28 |

BACK MATTER

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include: reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings; failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For

more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>