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**English 321: History of the English Language**  
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## **COURSE POLICIES**

- Click  [HERE](#) for current course policies statement. Please read carefully.

## TEXTS

- C. M. Millward. *A Biography of the English Language*. 2nd Edition. Boston: Wadsworth, 1996. [REQUIRED]
- C. M. Millward. *Workbook to Accompany A Biography of the English Language*. 2nd Edition. Boston: Wadsworth, 1996. [REQUIRED]
- [It may also be necessary to download and print some texts for use in class.]

## SCHEDULE

- **Aug 22:** Introduction to the course; TXT: Chapter 1, Introduction.
- **Aug 24:** TXT: Chapter 2, Phonology; WKBK: Exercise 2.3
- **Aug. 29:** TXT: Chapter 2, Phonology; WKBK: Exercise 2.4, 2.5, 2.10, 2.12
- **Aug. 31:** TXT: Chapter 3, Writing; Exercise 3.8
- **Sep. 5:** TXT: Chapter 4, Language Families and Indo-European; WKBK: Exercise 4.4
- **Sep. 7:** TXT: Chapter 4, Language Families and Indo-European; WKBK: Exercise 4.5, 4.6, 4.9
- **Sep. 12:** TXT: Chapter 5, Old English
- **Sep. 14:** TXT: Chapter 5, Old English; WKBK: Exercise 5.3, 5.6
- **Sep. 19:** TXT: Chapter 5, Old English; WKBK: Exercise 5.8, 5.10, 5.15,
- **Sep. 21:** TXT: Chapter 5, Old English; WKBK: Exercise 5.24 (Selection IV)
- **Sep. 26:** *FIRST EXAMINATION or BOOK REVIEW*
- **Sep. 28:** TXT: Chapter 6, Middle English
- **Oct. 3:** TXT: Chapter 6, Middle English; WKBK: Exercise 6.3, 6.4, 6.5
- **Oct. 5:** TXT: Chapter 6, Middle English; WKBK: Exercise 6.8, 6.9, 6.10
- **Oct 10: (Mid-term)** TXT: Chapter 6, Middle English; WKBK: Exercise 6.16, 6.17
- **Oct 12:** To be announced . . .
- **Oct 17:** TXT: Chapter 7, Early Modern English
- **Oct 19:** TXT: Chapter 7, Early Modern English; WKBK: Exercise 7.3, 7.4, 7.5
- **Oct 24:** TXT: Chapter 7, Early Modern English; WKBK: Exercise 7.7, 7.8, 7.9, 7.10
- **Oct 26:** TXT: Chapter 7, Early Modern English; WKBK: Exercise 7.11, 7.12, 7.13, 7.14
- **Oct 27: Last Day to Drop a Course**
- **Oct 31:** TXT: Chapter 7, Early Modern English; WKBK: Exercise 7.16, 7.25, 7.26
- **Nov. 2:** *SECOND EXAMINATION or BOOK REVIEW*
- **Nov. 7: Election Day Recess**
- **Nov. 9:** TXT: Chapter 8, Present-Day English; WKBK: Exercise
- **Nov. 14:** TXT: Chapter 8, Present-Day English; WKBK: Exercise 8.3, 8.4, 8.5
- **Nov. 16:** TXT: Chapter 8, Present-Day English; WKBK: Exercise 8.6, 8.7, 8.8
- **Nov. 21: Thanksgiving Recess**

- **Nov. 28:** TXT: Chapter 8, Present-Day English; WKBK: Exercise
- **Nov. 30:** TXT: Chapter 9, English Around the World; WKBK: Exercise 9.3, 9.4
- **Dec. 5:** TXT: Chapter 9, English Around the World; WKBK: Exercise 9.5, 9.6, 9.7
- **Dec. 7:** TXT: Chapter 9, English Around the World; Course Review 9.8, 9.9
- **Dec. 11:** *FINAL EXAMINATION* (8:00 to 10:00 AM) *or* *BOOK REVIEW*

**On Preparing for Class:** Please do not come to class without having read the chapter we're working on that day and without having at least attempted the assigned exercises. It goes without saying that your attendance is expected, and details of that expectation are provided in the Course Policies statement. A chapter in *A Biography of the English Language* is not like a short story; you've got to read it for the detailed information there, and the easiest way to do this is to get a sense of its whole layout by reading it quickly first. You'll see that each linguistic period of our language has an "inside history" and an "outside history." The latter is the kind of history you've met before in history courses: dates, political circumstances, social conditions, etc. The former is a chronicle of the detailed development of the language, and you'll need to focus on this material. The *Workbook* will help by giving you a list of terms you should master at the beginning of each workbook chapter. If you want to do well in this course, you'll master ALL of those terms as we hit each chapter. You should find the information you need to understand every term in the corresponding chapter of the textbook. Second, look at the "Questions for Review and Discussion" sections that follow the terminology sections in each chapter of the *Workbook*. Think about these as you work on each chapter, and if you find that we're moving through the chapter without addressing one of them, ask in class that we discuss it. We will not be spending all of our classroom time talking about these particular sets of questions, but they will be useful as study questions for you later, and it's best that you figure out what goes into answering them.

**Examinations:** There are three short-answer examinations (N.B., these are *not* multiple-choice exams, but each question requires a sentence or two to answer), and you must elect to take two of the examinations. In these exams, you'll be expected to demonstrate a detailed knowledge of the material in the book, the workbook, and class. In place of the other examination, you will need to prepare a *formal study* or review of a scholarly work from a list I shall provide. Each examination will have a separate list and the books will be available in the library. Usually you'll be able to check them out, but in some cases they may be in the library's non-circulating collection. Because we do not have the kind of background work available at WVU for any of you to expect to create and defend original theses relevant to historical linguistics and/or the development of English, I will not accept a proposal for such a paper, but that means to decide early which examination you'll substitute with a the book review, so you can check out the book and begin to read it. You should also expect to do further library work on it, such as looking up professional reviews of it and checking earlier and later studies of the subject in order to put it into context. I shall have a sheet for you with the first set of books and guidelines for writing the review shortly after Labor Day.

**Grades:** Ordinarily, the examinations/review will count 33% of your grade each, but see the attendance policy on how this may change if you choose not to attend class regularly. If, at the time of the final examination, you are not satisfied with your current grade, you may choose to make that exam worth anywhere between 20% and 50% of your final grade, which will allow

you either to reduce the effect of the final examination on your final grade or to increase it. If you undertake the book review in lieu of the final examination and you expect to have it count more than 1/3 of your grade, you will need to do a more extensive paper, which will be defined in the guidelines to writing the review. You may choose to make the book review count less than 33% of your grade if you write it in place of the final examination, but in that case you still have to match the guidelines for the ordinary review. There is no lesser version of the review.

**Office Hours and Appointments:** Because I am Director of the West Virginia University Press, I keep a full office schedule, am regularly in my office five days a week, eight hours a day, and can usually find time to talk with you in room G-3 White Hall at a time that will work for you if you'll be sure to schedule our meeting on my calendar. You may schedule a conference with me by calling my office (293-8400 x4500 or x4505) or e-mailing my assistant, Ms. Downey (fdowney2@wvu.edu), who handles my schedule. When working with Ms. Downey to set up an appointment, be sure to explain in your note that you are a student in my class, and indicate the nature of our business, if you can, so that I can be prepared to help you better.

## **SELECTED ONLINE RESOURCES**

There are several online links you might wish to use to help with the work of the course preceding Old English, including general linguistics, Indo-European, and Germanic.

[Ethnologue](#) tries to catalog the 6912 languages its authors count in the world today; statistics are useful there and interesting.

Jennifer Wagner maintains an excellent website, [Indo-European Languages](#), that offers

real grammatical information about many of the languages in this family. If you wonder some languages you haven't studied are like, this is a good source; there's even a brief, well-

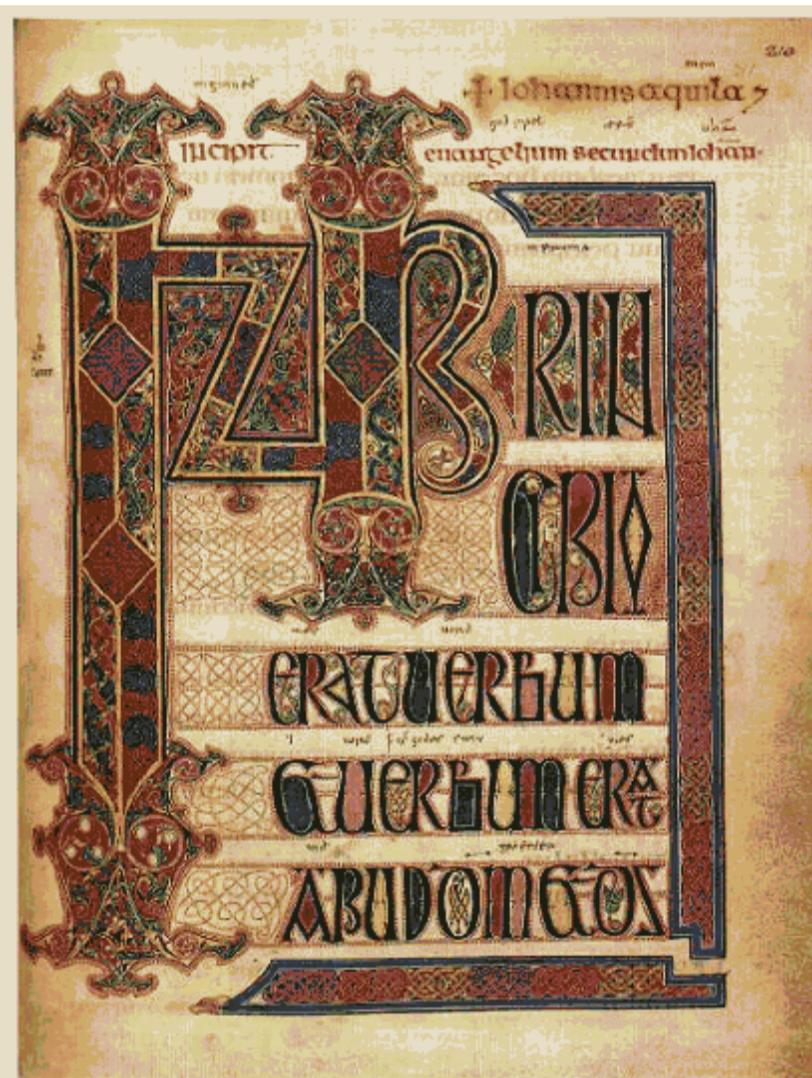
organized survey of the HEL. The [Family Tree of Indo-European Languages](#) is neatly

laid out at this web-site. [The Indo-European Database](#) offers a

wealth of information on these languages, too. The best, most reliable information about the early forms of the Indo-European language is Winifred Lehmann and Jonathan Slocum's [Early Indo-European Languages Online](#).

Lehmann is an eminent scholar this subject, and this is the best site I know if you'd like to look at Gothic, Old Norse and other ancient Germanic languages, among others. A good, basic description of its subject is to be found on the [Germanic Languages](#) page.

These links will be of interest to you in your work on Old English.





Here are some links to take you to Middle English materials.

This section deals with both Early Modern English and Modern English as subjects of linguistic history.