

LIN 4105.0M61 History of the English Language  
Spring 2016  
Office Hours: Tu 10:30a-noon (f2f)  
Thu 9-10a (online)

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## Syllabus

“Language moves down time in a current of its own making.”

–Edward Sapir, 1921, *Language*, Ch. 7

**Course Description:** How did English get this way? Why is English spelling so crazy? Is English a Romance language? Where do our words come from? These questions and others are answered in this course, which traces the development of English from its earliest roots to an obscure dialect of Northern Europe spoken by a few thousand people to a world language spoken and used daily by hundreds of millions. We'll focus mostly on the *internal* development of the language (sounds, aka phonology; grammar, aka morphology & syntax; meaning, aka semantics; spelling, aka orthography; and other points of usage). We'll also read about a few of the significant *external* historical events that have influenced the English language. By the end of the class, you should understand the processes that have changed English in the past and that are still changing English in the present.

Because this course covers a vast amount of material, you should expect to complete dense reading assignments, numerous homework assignments, and challenging exams.

As the UCF catalog states, “LIN 4105 CAH-ENG 3(3,0). History of the English Language: PR: Sophomore standing, and C (2.0) or better required in ENC 1102. Study of the English language and its development from Anglo-Saxon to Modern.”

### Course Objectives:

By the end of this course, you will be able to:

- ✓ Outline some of the major internal changes the English language has undergone (and how we know about them)
- ✓ Understand the forces that motivate language change so that you can recognize new developments as they unfold
- ✓ Research language history and usage (e.g., “advanced dictionary,” scholarly corpus research)
- ✓ Explain some of the “crazy” features of English, such as spelling
- ✓ Apply basic linguistic concepts of phonology, morphology, semantics, syntax to historical periods of English
- ✓ Use the International Phonetic Alphabet (IPA)

### Course Texts (Required):

Shay, Scott. *The History of English: A Linguistic Introduction*. [Shay] Wardja Press, 2008. 2014. ISBN 978-0-6151-6817-3. You may use either the Kindle edition or the paperback (2007) edition.

*The Oxford English Dictionary*. [OED] Available free online from the UCF library to students with valid library cards.

*The Dictionary of American Regional English*. [DARE] Available free online from the UCF library to students with valid library cards.

*American Heritage Dictionary*. [AHD] 5<sup>th</sup> edition. NY: Random House, 2012. ISBN 978-0-553-58322-9. We're using this dictionary because it contains information about Indo-European roots. Most of this information is online at <http://www.ahdictionary.com/> for free! If you decide to buy a copy, I recommend that you get the app, instead of the hard copy, for easier searching (particularly during exams). You can probably get by without buying anything. However, if you are relying on the free website and it crashes and you haven't bought either a hard copy or an app, you might not be able to complete the assignment or exam. Unfortunately, the free website has been known to crash.

Other required texts will be made available during the course. See the “Textbooks & Handouts” page inside Webcourses.

### Special Course Requirements:

Please plan to:

- Confirm that your computer can produce IPA characters (we'll do this during week one). You probably can! In the very unlikely event that you can't, you may need to download and install a free font (Gentium) that contains those characters.
- Confirm that your computer can produce .pdf files. You probably can, but if not, you may need to install software that does so.
- Have a valid UCF library card.
- Register to use the research corpuses at <http://corpus.byu.edu> (registration is free)
- Use online research and reference tools in addition to the materials on the course website.
- Access the course website every day.

**Advice from Previous Students:**

Here is ALL the “advice to future students,” unedited, submitted to the end-of-semester survey during Spring 2015 (the most recent W course; not everyone completed this extra credit survey). That class was fully online and used a different textbook, but I hope the comments help give you an idea of what to expect:

**Advice to future students:**

- Complete every assignment! Even if you are short on time or confused on the topic, try to at least do a portion of it as it cannot count against you only for you.
- Give yourself plenty of time to do the assignments and if possible, do the group assignments by yourself - they help you understand the material better.
- Don't wait until last minute to start assignments and ask for help if you need it.
- Don't allow yourself to become discouraged! The beginning of the course can be very intimidating, but it gets easier as you go through it.
- Make sure you stay on top of the schedule, in regards to tracking your time wisely every week! The professor is brilliant and is always ready and willing to help the students enrolled, it's just a matter of making sure that you abide by the deadlines! I really recommend the course in general.
- Do the assignments and pay attention. If you have questions don't be afraid to ask because someone probably is most likely wondering the same thing you're wondering. Give yourself enough time to do everything and don't wait last minute. Keep track of all the assignments you do as they will help you understand future concepts and tasks.
- The professor should record her lectures and upload them online
- Always do the assigned reading materials because they are not only crucial for tests but are very interesting. Make sure to print out all the handouts in the module because it will make your life much easier.
- I would tell future students to be prepared to work hard, this is by far the HARDEST course I have taken. I won't lie I was frustrated at some points but I pushed through, that being said. I thought the professor was great, I felt like she ultimately wanted me to succeed, and was very positive. I feel like I took a lot away from this course.
- Read the textbook carefully before attempting assignments and you will have a much better grasp of the material.
- Don't panic! You're not the only one who doesn't understand old English at first glance :)
- I believe this is a class that would be taken on campus in a face-to-face environment.
- Keep up with the homework, and go over the material continuously. It's like learning a new language.
- Stay on top of deadline and ALWAYS look at assignments before you plan to do them. Some assignments take 20 minutes while others take a couple hours - there is no distinction between these and the last thing you will want to do is open an assignment 30 minutes before the deadline and realize this. Ask any questions in the discussion and the Professor is very speedy in answering. In my opinion, the resources provided were more than enough to learn the concepts and complete the assignments therefore the book is not completely necessary if you are good at keeping up with the pages and modules.
- Find a study group, and don't wait until the day an assignment is due to start it.
- Do not wait until the last minute or day to complete a homework assignment, while they are not necessarily hard they require tedious work.
- Pay close attention to what you are writing and what you are reading, any little mistake can throw off the entire piece of work.
- My advice would be to take this class with only three other classes because it requires more time to focus on it. And to not get discouraged if you do not do as well as you thought you would.
- This was a very fun class. You have to use your head and think through things, but if you can't figure it out, talk with the professor. Take your time to learn the material and don't procrastinate and you should have no problem passing this class.
- Take your time understanding each section because they all link together. Also, if you can work in groups, do so.
- Definitely take advantage of the extra credit opportunities: even though the content at the beginning of the course can be challenging, the extra credit offers both additional practice and a "cushion" so that a good grade can still be obtained after a rocky start.
- Not to take this course. Course was very difficult to understand. HW and other assignments did not have adequate instructions to be able to fully understand the assignments.
- It is important to make sure you fully understand the current assignment, because if you don't you will most likely have difficulty with subsequent assignments.

And here's a summary of these students' answers to questions about the course (N=22):

<p><b>How often should the website be accessed?</b>                  More than once a day: 14%                  Once a day: 32%                  4-6 days a week: 27%                  2-4 days a week: 36%                  Once a week: 0%</p>	<p><b>Will you keep your HEL textbook?</b>  <i>I bought it and I'll keep it:</i> 50%  <i>I bought it and I'll sell it or give it away:</i> 9%  <i>I borrowed/rented my book so I can't keep it:</i> 41%</p>
<p><b>The information I've learned this semester helps me better understand how English works:</b>  <i>Strongly agree:</i> 68%  <i>Somewhat agree:</i> 23%  <i>Somewhat disagree:</i> 5%  <i>Strongly disagree:</i> 5%</p>	<p><b>How likely are you to take another LIN class?</b>                  Very likely: 32%                  Somewhat likely: 45%                  Somewhat unlikely: 18%                  Very unlikely: 9%</p>

<p><b>To what extent did you learn to describe some of the ways that language changes?</b>  <i>Very big improvement:</i> 55%  <i>Some improvement:</i> 36%  <i>Little to no improvement:</i> 5%  <i>Unable to determine:</i> 5%</p>	<p><b>To what extent did you learn to research language history and usage?</b>  <i>Very big improvement:</i> 64%  <i>Some improvement:</i> 27%  <i>Little to no improvement:</i> 5%  <i>Unable to determine:</i> 5%</p>
<p><b>To what extent did you learn to recognize differences between different periods of English?</b>  <i>Very big improvement:</i> 64%  <i>Some improvement:</i> 23%  <i>Little to no improvement:</i> 9%  <i>Unable to determine:</i> 5%</p>	<p><b>I was aware that my instructor provided advice and answered questions in Discussions and Conversations:</b>  <i>True:</i> 95%  <i>False:</i> 5%</p>
<p><b>I was aware that my instructor provided additional information in the Pages section of the course:</b>  <i>True:</i> 95%  <i>False:</i> 9%</p>	<p><b>The information I've learned this semester will help me in my future writing / editing / teaching:</b>  <i>Strongly agree:</i> 64%  <i>Somewhat agree:</i> 27%  <i>Somewhat disagree:</i> 5%  <i>Strongly disagree:</i> 5%</p>

### Digital Humanities:

The digital humanities use digitized and digital materials to promote a greater understanding of traditional humanities concerns. In recent years, digital research corpora have transformed the work of practicing linguists. In LIN 4105 History of the English Language, you will learn to use these corpora to research historical and contemporary English usage in both spoken and written language. You will also learn to use the advanced search functions of the online Oxford English Dictionary and other dictionaries to investigate historical changes in the English lexicon.

### Course Grading:

This information may change as the semester progresses. For current details about assignments and deadlines, please see the "Calendar" inside the course website and the gradebook inside the course website. Work starts in the course on the very first class day of the semester.

Learning the technical material in this class will require frequent practice, which translates to a significant time commitment and numerous deadlines. Expect at least 3 deadlines a week. If you know your schedule will be irregular due to business trips or other commitments, you should complete your work early. Work submitted late will not earn credit.

Your course grade will be based on completion of assignments and test scores, using a 1000-point scale:

A	931-1000+	B-	800-830	D+	661-699
A-	900-930	C+	761-799	D	631-660
B+	861-899	C	700-760	D-	600-630
B	831-860	C-	(not used)	F	below 600

Any extra assigned points (i.e., past 1000) are intended to compensate for occasional problems such as a brief illness or technical problem. If you encounter such problems often, you should expect to earn a lower course grade. Because I provide plenty of opportunity for everyone to earn a good grade, I do not also "round up" semester grades. Please do not ask me to do so. If you finish the semester with 899 points, your grade is a B+. I will not round it up to an A-.

See policy on "Late and Missed Assignments, Quizzes, Tests" below. For information on Late Add, Late Drop, Late Withdrawal, Medical Withdrawal, and Grade Forgiveness processes, contact UCF Academic Services (below).

### Gradebook:

The gradebook in Webcourses adds up all the points you have earned. You start the semester with a grade of zero, and every time you complete an assignment, your grade increases by the points you earned on that assignment. For example, if you have earned 497 points so far, and you earn 3 of 20 possible points on the next assignment, you then have 500 points.

Webcourses will display your average grade so far, but that average will include extra credit points in the total and may or may not include missed assignments in the total. THE WEBCOURSES AVERAGE IS A ROUGH INDICATOR, NOT YOUR ACTUAL GRADE.

Your actual grade is calculated from the points you have earned. To see the points you have earned, look at the "Total" row in your gradebook; it displays points as a fraction: points earned / points possible. The first number, the numerator of the fraction, is what your course grade will be based on. If, at the end of the semester, you've earned 791 points, your grade will be a C+, regardless of webcourses considers that 791 of 800 points or 791 of 1100 points. (Why? Because the "points possible" denominator can change depending on how many assignments you have attempted.)

The advantages of the points grading system:

- Your grade never goes down. If you have 750 points and you earn a zero on the next quiz, you still have 750 points.
- It's easy to see how many points you need to get the grade you want. For example, if you have 750 points going in to the final exam and you want a B in the course (which is 831 points or higher (above)), you need to earn an 81 on the final ( $831 - 750 = 81$ ).
- When we get to the end of the semester, it'll be easy to figure out your course grade. Just look at your total points and match them to the grading scale above.

Please monitor your grades throughout the semester and contact me privately through Webcourses mail if you have any questions. Also, please review the page called "Grade FAQs" inside Webcourses for answers to frequently asked questions.

### Course Policies:

**Assignment Format:** All coursework should be completed according to the course protocols (below). Work that is not completed properly will not earn credit.

**Broken links:** All URLs were checked for accuracy at the beginning of the semester, but web links can change without warning. If you notice any broken links, please (1) search for the correct link and (2) let me know.

**Changes to this syllabus:** It may be necessary to change this syllabus during the semester. Any changes will be posted to the course website.

**Computer Viruses:** You are required to use a reputable anti-virus program to participate in this course. Please remember to update your virus definitions regularly (your software documentation will tell you how to do this). Every time you transmit a virus, your grade for the course will be reduced by one full letter.

**Conduct:** As you learned when you were accepted at UCF, you must follow the personal and academic conduct guidelines in The Golden Rule (see Useful Links below).

**Contacting Your Instructor:** Once the semester starts, *all private communication with me should be sent through the Conversations tool inside Webcourses*. Check Webcourses daily. Even if you contact me via another means, I will ordinarily respond via Webcourses, because Webcourses is FERPA compliant, and because Webcourses content needs to be as complete as possible when archived.

You can count on me to respond to messages within 48 hours, 72 hours on weekends, though usually I respond much more quickly, often within an hour or two. If you write while I am teaching another class f2f, obviously I can't respond until the class is over and I'm back at the computer. If you write after I have shut down my computer for the night, I won't respond until the next day. If you write on a weekend, I may not be able to respond until the following Monday.

If Webcourses is unavailable, email me at [byoung@ucf.edu](mailto:byoung@ucf.edu) from your Knights Email account—not from any other email address. Be sure to tell me your full name and which course/section you're taking.

Due to university budget cuts, I have no office phone. Emergency phone messages can be left with the English department (407-823-5596). That phone number connects with voice mail; periodically during business hours, a staff member retrieves messages, writes them down, puts them in mailboxes, and if they seem urgent, sends them via phone or email. You'll save time by contacting me through Webcourses or (if you can't access Webcourses for some reason) email from your Knight's email account.

Of course you're always welcome to meet with me in my office! I see students f2f this semester during office hours or on an appointment basis. I'm also able to arrange online meetings via the Webcourses Conferences tool.

All communication between you and me, and between you and other students, should be respectful and professional. Also, you should regularly check your Knights Email account for separate official communication from the university.

**Copyright:** Some materials used in this course may be protected by federal copyright law and are only for the use of students enrolled in this course, and only for the purposes associated with this course. It is a violation of US copyright law to retain or disseminate any such materials. Materials I have developed myself for this course are copyright ©2015-2025 Beth Rapp Young.

**Dictionary:** When an assignment specifies a particular dictionary, you may use only that dictionary—you may not substitute other dictionaries or older editions of that dictionary. When an assignment does not specify a particular dictionary, you may use either of the assigned dictionaries: OED or AHD.

**Disability Accommodation:** If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Accessibility Services (see Useful Links below) before any accommodations can be provided.

**Documenting Academic Activity:** All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Can You Find and Insert Symbols?" practice quiz (included in the First Day Activities assignment) by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Final Exam:** UCF requires that a final exam be given in every course (exceptions require special advance permission from university administration). So yes, we will have a cumulative final exam, available online, on the exam day assigned by UCF for this course.

**Graded Work:** You can expect graded work to be returned to you two weeks after the deadline or two weeks after you turn it in, whichever is later (although often I return work more quickly). Be sure to read my comments in Webcourses! You need to click through to view your submission in order to see the comments, which are often not visible on an "overview" or "summary" page. Contact tech help if you cannot find the detailed comments I write on graded assignments and quizzes. If you wish to question or appeal an assignment grade, please do so in writing via private Webcourses "Conversations" message to Dr. Young within ten calendar days of when the grade was released. Course grade appeals will follow the procedure outlined in The Golden Rule (see Useful Links below).

**Grammar Mistakes in Course Materials:** You may occasionally notice grammar mistakes or typos on course materials. As you probably suspect, these mistakes are intentionally inserted to amuse students who enjoy finding them. You can demonstrate your skill at proofreading by (nicely) letting me know what you have discovered, so the mistake can be corrected.

**Group Work:** I very strongly urge you to join a study group to discuss the exercises and prepare for the tests. In fact, you can treat the assignments marked with a \*G\* (but only those—not other assignments, papers, quizzes, or tests) as group projects if your study group so desires. Generally the group assignments are more work, and are worth more points, than individual assignments. If you work as a group, please turn in one answer for the entire group, and mark it with the name of everyone who worked on the assignment. After the work has been graded, whoever has submitted the assignment must share my comments with the group. Please also make an effort to determine who is responsible for what part of your group's work at the outset. I have no desire to adjudicate intragroup disputes. NOTE: Individual assignments must be entirely your own work, and there must be no collaboration on the tests and quizzes.

**Incompletes:** A grade of "incomplete" can be awarded only for a documented emergency that occurs at the end of the semester (e.g., an emergency appendectomy causes you to miss the final exam). For emergencies that occur earlier in the semester, contact UCF Academic Services (below) about other options such as Medical Withdrawal. Incompletes are given at my discretion. If, in my judgment, you couldn't pass the class even with more time, I reserve the right to deny your request.

**Language Taboos:** Any course about language may address negative uses of language, including words that are considered not just impolite, but abhorrent. Please be forewarned that there may be some use, discussion, and/or analysis of words and phrases which may make you uncomfortable or perhaps even offend you. Sometimes we have to analyze language that some consider wrong in order to understand how language works. When such cases arise, I will attempt to handle them with as much sensitivity as possible. Even if you feel that such discussions have no place in the classroom, please be aware that I am not attempting to insult or attack you in any way, but rather that I am attempting to bring us all to an understanding of the ways language is used in real life.

**Late or Missed Assignments, Quizzes, Tests:** Assignments will earn no credit if submitted late. Missed quizzes may not be made up. Missed exams may be made up only if you have a documented approved reason for missing the exam, such as hospitalization. There are two reasons for this policy: (1) The nature of the work. Many assignments build on work submitted previously. For example, you may be required to share information with the class on one day, and then analyze all the shared information two days later. There's no point in submitting additional information after the class has already finished its analysis. (2) The pace of the class. Spending time on past assignments can prevent you from keeping up with current assignments.

To compensate for unavoidable scheduling conflicts and last-minute emergencies, I've provided extra credit assignments, and made most assessments available for more than one day. If you experience so many scheduling conflicts or emergencies that the extra credit and lengthy assessment availability can't make up for them, you should expect to earn a lower course grade.

Webcourses will close quizzes and tests precisely at the deadline. To be sure you get the full allotment of time to finish, start early enough. For example, if the quiz allows you 60 minutes and closes at 11:59 p.m., be sure you start 60 minutes BEFORE 11:59 p.m. If you start at 11:58 p.m., you will have only one minute.

**Notifications:** You are responsible for maintaining Webcourses Notifications settings that keep you apprised of course developments, including any changes to assignment requirements (see Notification Protocols below). I cannot adjust deadlines or requirements because you somehow did not see a Notification. You can find a complete list of assignment deadlines on the online Syllabus page.

**Plagiarism:** Collaboration is encouraged on exercises marked with a \*G\* (see Group Work, above). However, collaboration is NOT allowed—it is considered plagiarism or cheating—on all other papers, assignments, quizzes, and tests. Plagiarism is using the words or ideas of another without proper acknowledgment. You may not share or discuss answers for homework, quizzes, extra credit assignments, tests, or any coursework for which you each receive individual credit. You may not copy answers from unassigned sources such as teacher's manuals or websites that transliterate IPA for you. You may not pretend that you located examples in a

research corpus or period text when you actually invented them or copied them from a different source. If any of your coursework involves cheating or plagiarism, you can expect to fail the course and/or to be reported for university disciplinary action.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. More information is available from the Office of Student Conduct (see Useful Links below).

**Privacy:** Your work may be used anonymously as an example in other classes or workshops for educational/research purposes only. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do NOT wish your work to be used in this manner, let me know *in writing* within one week of the date your course grades are available to you on myUCF. (This date is listed on UCF's Academic Calendar as "Grades available on myUCF.") Your course grade will stay the same whether or not you allow your work to be quoted in this way. If you give me your "opt out" note after the date I'm required to input grades (listed as "Grades due on myUCF"), I won't even know of your decision when submitting your grade.

**Record Keeping:** Save copies of all your work, including graded homework assignments, all your drafts, and any work with my comments on it. (Comments on teamwork can be found in the assignment dropbox of whoever turned it in; that team member should share comments with everyone who worked on the assignment.) You should save this information until you have received your final grade for the course.

**Sexual Harrassment:** Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act, intended to eliminate sex discrimination in education, covers discrimination in programs, admissions, and activities, as well as student-to-student sexual harassment. It covers not only employees of the University but also students. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the University's Equity Coordinator. The campus Equity Coordinator is the Director of the Office of Equal Opportunity and Affirmative Action Programs (contact information below).

**Tutoring:** Unfortunately, I don't know of a good place to go for tutoring in this subject. The University Writing Center (UWC) does not offer linguistics tutoring, though it's a great resource for writing papers. As you know from experience, someone can be great at writing but not so great at IPA, morphology, semantics, etc. Do not go to the UWC for help with your homework from this class. If you know of a good tutor, or if you would like to offer your services as a tutor, please post the information to Webcourses.

## Course Protocols:

All coursework should be completed according to these protocols to earn full credit.

### Notifications:

- Click your name in the top right corner of Webcourses, then click "Notifications" in the left toolbar, then set your Notifications.
- I recommend that you set the following items to notify you "ASAP":
 

Due Date	Discussions (everything in this category)
Course Content	Communications (everything in this category)
Calendar	Submission Comment
Announcement	Alerts (everything in this category)
Grading	
- See here for more information: <https://community.canvaslms.com/docs/DOC-1286>
- Do not rely on the Webcourses "To Do" list; it is compiled through an automated process and is incomplete (see here for more information: <http://online.ucf.edu/support/webcourses/other/to-do-list/> ). I have no control over what does or does not appear on the "To Do" list.
- See here for information about importing Webcourses calendar information into your own electronic calendar: [https://community.canvaslms.com/docs/DOC-4121#jive\\_content\\_id\\_Calendar](https://community.canvaslms.com/docs/DOC-4121#jive_content_id_Calendar)

### Conversations:

- Check Webcourses daily.
- Send messages intended for just one reader by Conversations instead of posting them to the discussion. For example, questions about why you got your grade should be sent via Webcourses Conversation to Dr. Young.
- Send course-related private correspondence to Dr. Young via Webcourses Conversations, not email. (See "Contacting Your Instructor" above.)
- Do not send Conversation messages to "Everyone" or "All Students." Replies to those messages also default to everyone, and inboxes can get cluttered very quickly. If you have a general question for the class, post it to the Discussions.

- Before mailing Dr. Young with general questions about the course, post your questions to the Discussions. The more people who see your question, the quicker you're likely to get an answer. Also, if you're wondering about something, chances are that someone else is wondering, too. By asking questions publicly, you're helping your classmates learn.
- Please be patient. Remember that most of us receive mail from many different sources outside this class; repeated "Did you get . . ." messages will overload mailboxes, making it more difficult for people to respond quickly. Do let Dr. Young know if a classmate hasn't answered your message within 48 hours.
- Please be prompt. If a classmate sends you a message, please respond in a timely fashion (within 48 hours). Poor communication with classmates will affect your grade.

#### **Discussions:**

- Send messages intended for just one reader by Conversations instead of posting them to the discussion. For example, questions about why you got your grade should be sent via Webcourses Conversation to Dr. Young.
- Give your discussion topic a very clear, specific title! For example, instead of calling it "Questions about homework," call it, "Questions about diphthongs in OE." The Webcourses search function is terrible, so the more informative your discussion titles, the easier it will be to locate information later.
- Every discussion message you post should be courteous and clear. (Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.) Avoid posts that only say "I agree"; they will not be counted for credit.
- Do not post discussion messages that do nothing more than complain about the assignments or the class. Such messages are disruptive and will be deleted. Students who are repeatedly disruptive will be banned from course discussions, making it impossible for them to earn full credit for discussion assignments.
- Sometimes you won't be able to see other students' messages until you have posted your own message.
- Consider composing messages in a word processor, then copying/pasting your words into the discussion message.

#### **File Attachments**

- Whenever possible, copy/paste your work into Webcourses. Do not submit work as an attachment unless you have no other choice.
- Any attachments should be submitted in .pdf format. You should save this work in two formats: .pdf plus whatever format you're creating it in, because you probably won't be able to edit a .pdf document. (Note: You must "save as" .pdf format, don't just rename the file.)
- Remember that once your attachment is downloaded or printed, it has been completely disconnected from your message. Therefore it is very easy for your work to be misplaced or overlooked if you haven't labeled your attachment properly. Every attachment you submit during this course should:
  - ✓ Include your full name and the assignment name in the FILENAME of the attachment
  - ✓ Include your full name and the assignment name INSIDE the attachment

Work that does not follow these protocols (especially if your name is missing) will not earn full credit!

#### **Group Work:**

- Only assignments labeled with \*G\* are eligible for group work.
- Clearly label group work with the names of EVERYONE who contributed to it. Everyone who contributes will earn the same grade for that project.
- Only ONE person in the group should submit the work—don't make me review multiple copies of the same answers! Webcourses may tell everyone else that the project was "missed," but as long as I can determine who did what, I can record grades for everyone no matter what Webcourses says.
- Sometimes Webcourses will reset group member grades back to zero after they have been entered. If this happens to you, let me know, and I will re-enter your grade. In my experience, the grade sticks the second time it is entered.
- Format your work consistently. For example, questions should be answered in order, fonts should not change unnecessarily, numbering should go in numerical order, answers should be reasonably parallel in structure, and so on. Someone will probably need to clean up the document formatting after all contributions have been copied and pasted together. Work with glaring format problems will not earn full credit.
- Read my comments on graded group work. Whoever submitted the assignment is responsible for sharing my comments with everyone else. You can access my comments the same way you access comments on graded individual assignments in the assignments tool..

#### **Homework in the Quizzes Tool:**

- Homework in the quizzes tool normally has no time limit. That's one way to distinguish homework from quizzes and tests.
- Do not submit your work until the assignment is complete. Webcourses will autosave your answers and allow you to resume the assignment later, provided that you have not exceeded a time limit or missed a deadline. (A "resume quiz" button will appear on an unsubmitted quiz when you return to it after having navigated away.)
- Once you click "submit," Webcourses will not allow you to work on that assignment again.
- If you accidentally submit your work, I can sometimes re-open the assignment, but I can't get the software to show you your previous answers. In other words, the best-case outcome would be that you would start over. So, don't submit your work until it is complete.

### HELP! I need this class to graduate this semester, and I'm not doing very well!

This class can be challenging, but every semester, people DO learn the material and go on to graduate. You can succeed too. Inside Webcourses, the pages called "Resources" and "Advice" have useful information for you.

Some students run into trouble because dutifully read the chapter, realize that they understand the chapter, and figure their job is done. Or they read the chapter, don't understand it, and just keep re-read it hoping things will clear up.

You can't learn this material only by reading about it. And your job isn't done when you understand how your textbook author has explained concepts. Your job is done when you can apply the concepts to new examples. That's why so much homework has been assigned: **simply reading and understanding the chapter will not be enough for you to learn the material.**

Please share any study ideas you develop—I'm always collecting good strategies to pass along to future classes.

### Technical Support and Useful Links:

**Print this page NOW and store it in a safe place so that you'll have the information available whenever you experience computer problems.**

If you have a technical problem during an exam, contact Webcourses Tech Help (below). Otherwise, please post technical questions to the Discussions. Members of the class who are technically proficient are encouraged to monitor the discussion and assist classmates.

**NEVER SPEND MORE THAN AN HOUR** trying to fix problems by yourself! UCF offers wonderful technical support—please save yourself some time and stress by availing yourself of it. Don't assume they can't help you—ask them. See the list of useful contact information below. When you ask for help, you are also doing a good deed: you are teaching UCF's tech help people about the kinds of problems students encounter in these courses. The more that is known about problems you encounter, the more that can be done to help prevent such problems in the future.

So **DON'T STRUGGLE ALONE!** Ask the tech people for help when you encounter glitches. Especially ask tech support when you have a problem during a quiz or test; in fact, it's best to take quizzes and tests when tech support is available by phone. (NB: your professor is not trained to do tech support, though she is happy to provide sympathetic moral support.)

**Network outages:** On occasion, you may be unable to access the course due to network outages. Such problems are usually resolved within a few hours. Please don't panic if this happens to you—just keep checking the network, and eventually you'll be able to access the course again. Depending on where the problem has occurred, the tech support staff at your internet service provider or UCF's Help Desk (see "Useful Links" below) should be able to estimate when everything will be back to normal. When you are able, post your work along with an explanation of what happened.

**Broken Links:** Although all links are checked immediately before the semester starts, "link rot" is a fact of online life. If you discover a broken link in the course, try to find the page through an alternate route (google, bing, the search function at the site you need, e.g., *The New York Times'* search function searches the nytimes.com website). If it's a Webcourses link that is broken (e.g., a class assignment page), let Dr. Young know, and then check back periodically to see if it has been fixed. If the link can't be fixed within a reasonable time, we'll work out some kind of alternative, don't worry.

**Back-ups:** Technical difficulties can cause serious problems, especially if you procrastinate. Back up your files regularly and store backup copies in a location separate from your computer. Use a surge-protected power source (one that also protects your internet connection) and avoid using your computer during thunderstorms. A lightning strike could wipe out you and your computer.

**Break-downs:** Think of your computer as your transportation to the class. If you are enrolled in a face-to-face class and your car keeps breaking down, you will be expected to find another way to get to class. In an "M" or "W" class, if your computer keeps breaking down, you will be expected to find another way to access the class. Fortunately, public libraries and campus computer labs offer free Internet access. See "Useful Links" below for more information about campus computer labs.

**If you experience repeated technical problems, consider dropping the course.** Petitions for late withdrawal may be filed in UCF's Academic Services Office (below).

### Useful links:

\*\*\*Webcourses Tech Help: Contact Online@UCF Support (407) 823-0407, [onlinesupport@ucf.edu](mailto:onlinesupport@ucf.edu) or [online.ucf.edu/support/](http://online.ucf.edu/support/) \*\*\*

- Academic Services Office: <http://www.academicsservices.ucf.edu>
- Canvas (Webcourses) documentation: <https://community.canvaslms.com/community/answers/guides>
- Computer Lab Information (now called "Technology Commons"): <http://www.computerlabs.ucf.edu>
- Computer Store: <http://www.cstore.ucf.edu>
- BYU Corpora (COCA, COHA, etc.): <http://corpus.byu.edu/problems.asp>
- Online Learning Student Information Pages: <http://online.ucf.edu/learn-online/>
- English Department: <http://www.english.cah.ucf.edu/>
- Office of Equal Opportunity and Affirmative Action Programs: <http://eeo.ucf.edu/>
- Golden Rule (UCF student handbook): <http://www.goldenrule.sdes.ucf.edu>
- Knights Email: <http://www.knightsemail.ucf.edu>
- Library: <http://library.ucf.edu> See also "Ask A Librarian" <http://library.ucf.edu/Ask/>
- Student Accessibility Services: <http://sas.sdes.ucf.edu/>
- Office of Student Conduct: <http://www.osc.sdes.ucf.edu/>
- UCF Ombuds Office: <http://www.ombuds.ucf.edu/> The University Ombuds Office provides all members of the university community (students, staff, faculty, and others) an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the University..

# LIN4105-16Spring 0W61

[Jump to Today](#)



"Language moves down time in a current of its own making."

-Edward Sapir, 1921, [Language](#) (<http://www.bartleby.com/1867.html>), ch. 7

**Welcome!** Please read this page AND read the complete course syllabus, which is [here, in .pdf format](#)

(<https://webcourses.ucf.edu/courses/1166918/files/51094151/download?wrap=1>) (<https://webcourses.ucf.edu/courses/1166918/files/51094151/download?wrap=1>) (<https://webcourses.ucf.edu/courses/1166918/files/51094151/download?wrap=1>). Also read an [introduction to the course](#) (<https://webcourses.ucf.edu/courses/1166918/pages/introduction-to-the-course>). (<https://webcourses.ucf.edu/courses/1166918/pages/front-page>) The textbooks we'll use are listed on the [Textbooks & Handouts](#) (<https://webcourses.ucf.edu/courses/1166918/pages/textbooks-and-handouts>) page. For a list of assignment deadlines, scroll down. The list might take a little while to load.

**Disability Accommodation:** If you have a disability that might affect your performance in this class, please let me know before the second week of the semester so that we can discuss what accommodations will be necessary. UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. The instructional media and materials for this class are accessible to students with disabilities. If you are having difficulty accessing them, let me know. No accommodations will be provided until you have met with me to request them. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, <http://sds.sdes.ucf.edu/> (<http://sds.sdes.ucf.edu/>) before any accommodations can be provided.

**If you are on active duty in the military or deployed overseas,** please contact me so we can discuss technology needs and assignment timelines.

**No f2f meetings:** Because this class is offered as W class, we won't ever meet f2f. All work will be completed here on Webcourses. Please check Webcourses daily to be sure you don't miss anything. If you haven't used Webcourses before, review the information at <http://learn.ucf.edu/> (<http://learn.ucf.edu/>). You will need reliable access to a computer with internet access. In a pinch, there are computers accessible to you in all UCF's computer labs, and most public libraries provide computers connected to the internet.

**Final exam:** We will have a cumulative final exam in this class, but the registrar has not yet told me what date it should be scheduled. (Our class meeting pattern is not on the [standard schedule](#) (<http://registrar.ucf.edu/exam/2016/spring>)). I'll confirm as soon as I know for sure. You can take the exam online, but I'm required to hold it on the day that UCF schedules for it.

**A great deal of additional information** (including the first few reading assignments, for those of you waiting for textbooks to arrive) is available in the [Pages](#) (<https://webcourses.ucf.edu/courses/1166918/pages/>) sections of the course. Take some time to look around and familiarize yourself with what is there.

Date	Details	
Mon Jan 11, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304561">First Day Activities</a> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304561">https://webcourses.ucf.edu/courses/1166918/assignments/4304561</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304566">Listen: Of Pupae and Pupils</a> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304566">https://webcourses.ucf.edu/courses/1166918/assignments/4304566</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304583">Read Shay "Introduction"</a> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304583">https://webcourses.ucf.edu/courses/1166918/assignments/4304583</a> )	due by 11:59pm
Tue Jan 12, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207113&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207113&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207113&amp;include_contexts=course_1166918</a> )	10:30am to 12pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304556">Can You Find and Insert Symbols?</a> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304556">https://webcourses.ucf.edu/courses/1166918/assignments/4304556</a> )	due by 11:59pm
Wed Jan 13, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304521">Dating Texts</a> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304521">https://webcourses.ucf.edu/courses/1166918/assignments/4304521</a> )	due by 11:59pm
	<a href="https://webcourses.ucf.edu/calendar?event_id=1196822&amp;include_contexts=course_1166918">Drop/Swap Deadline</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1196822&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1196822&amp;include_contexts=course_1166918</a> )	12am
Thu Jan 14, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918</a> )	9am to 10am
	<a href="https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918">Add Deadline</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207130&amp;include_contexts=course_1166918</a> )	12am
Fri Jan 15, 2016		

	<a href="#">event_id=1196823&amp;include_contexts=course_1166918)</a>	
	<a href="#">How did it go with the Dating Texts assignment?</a>	due by
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304527">https://webcourses.ucf.edu/courses/1166918/assignments/4304527)</a>	11:59pm
Sat Jan 16, 2016	<a href="#">SYLLABUS AND WEBCOURSES QUIZ</a>	due by
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304547">https://webcourses.ucf.edu/courses/1166918/assignments/4304547)</a>	11:59pm
Mon Jan 18, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196821&amp;include_contexts=course_1166918">MLK Jr. Day (https://webcourses.ucf.edu/calendar?event_id=1196821&amp;include_contexts=course_1166918)</a>	12am
Tue Jan 19, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207114&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207114&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304587">Watch OED Video(s) (https://webcourses.ucf.edu/courses/1166918/assignments/4304587)</a>	due by
		11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304588">Watch: Videos about Language Origins (https://webcourses.ucf.edu/courses/1166918/assignments/4304588)</a>	due by
		11:59pm
Thu Jan 21, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207132&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207132&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Jan 22, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304548">Advanced Dictionary Skills *G* (https://webcourses.ucf.edu/courses/1166918/assignments/4304548)</a>	due by 11:59pm
Mon Jan 25, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304574">Read "High Times: Grimm's Law turns cannabis into hemp in four easy steps" (https://webcourses.ucf.edu/courses/1166918/assignments/4304574)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304577">Read Shay ch 1 Indo-European; ch 2 Germanic (https://webcourses.ucf.edu/courses/1166918/assignments/4304577)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4319156">Read Pages about Language Relatedness and First Germanic Sound Shift (https://webcourses.ucf.edu/courses/1166918/assignments/4319156)</a>	due by 11:59pm
Tue Jan 26, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207115&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207115&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Wed Jan 27, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304525">Cognate Languages *G* (https://webcourses.ucf.edu/courses/1166918/assignments/4304525)</a>	due by 11:59pm
Thu Jan 28, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207133&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207133&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Jan 29, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304524">PIE Roots (https://webcourses.ucf.edu/courses/1166918/assignments/4304524)</a>	due by 11:59pm
Sat Jan 30, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304551">Extra Credit: Applying Grimm's Law (https://webcourses.ucf.edu/courses/1166918/assignments/4304551)</a>	due by 11:59pm
Mon Feb 1, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304567">Optional: "Can Computers Decipher a 5,000-Year-Old Language?" (https://webcourses.ucf.edu/courses/1166918/assignments/4304567)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304570">Optional: Telling Tales in Proto-Indo-European (https://webcourses.ucf.edu/courses/1166918/assignments/4304570)</a>	due by 11:59pm
Tue Feb 2, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207116&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207116&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304564">Learn about morphemes (https://webcourses.ucf.edu/courses/1166918/assignments/4304564)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304565">Learn about the IPA (https://webcourses.ucf.edu/courses/1166918/assignments/4304565)</a>	due by 11:59pm
Thu Feb 4, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207134&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207134&amp;include_contexts=course_1166918)</a>	9am to 10am
Sat Feb 6, 2016	<a href="#">SOUNDS &amp; MORPHEMES TEST</a>	due by

	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304553">https://webcourses.ucf.edu/courses/1166918/assignments/4304553</a>	11:59pm
Mon Feb 8, 2016	<b>Optional: Watch OE Videos</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304571">https://webcourses.ucf.edu/courses/1166918/assignments/4304571</a> )	due by 11:59pm
	<b>Read Shay ch 3 Old English</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304578">https://webcourses.ucf.edu/courses/1166918/assignments/4304578</a> )	due by 11:59pm
	<b>Read: 12 Letters That Didn't Make the Alphabet</b>	due by 11:59pm
	( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304572">https://webcourses.ucf.edu/courses/1166918/assignments/4304572</a> )	11:59pm
Tue Feb 9, 2016	<b>Dr. Young's f2f Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207117&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207117&amp;include_contexts=course_1166918</a> )	10:30am to 12pm
Wed Feb 10, 2016	<b>Guess Which Word Is from OE?</b>	due by 11:59pm
	( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304562">https://webcourses.ucf.edu/courses/1166918/assignments/4304562</a> )	11:59pm
	<b>OE Script 1</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304523">https://webcourses.ucf.edu/courses/1166918/assignments/4304523</a> )	due by 11:59pm
Thu Feb 11, 2016	<b>Dr. Young's Online Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207135&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207135&amp;include_contexts=course_1166918</a> )	9am to 10am
Fri Feb 12, 2016	<b>OE Script 2</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304528">https://webcourses.ucf.edu/courses/1166918/assignments/4304528</a> )	due by 11:59pm
Mon Feb 15, 2016	<b>Read Word Formation Processes</b>	due by 11:59pm
	( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4345961">https://webcourses.ucf.edu/courses/1166918/assignments/4345961</a> )	11:59pm
Tue Feb 16, 2016	<b>Dr. Young's f2f Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207118&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207118&amp;include_contexts=course_1166918</a> )	10:30am to 12pm
Wed Feb 17, 2016	<b>OE Morphology</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304552">https://webcourses.ucf.edu/courses/1166918/assignments/4304552</a> )	due by 11:59pm
Thu Feb 18, 2016	<b>Dr. Young's Online Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207136&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207136&amp;include_contexts=course_1166918</a> )	9am to 10am
Fri Feb 19, 2016	<b>OE Transcription *G*</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304549">https://webcourses.ucf.edu/courses/1166918/assignments/4304549</a> )	due by 11:59pm
Tue Feb 23, 2016	<b>Dr. Young's f2f Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207119&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207119&amp;include_contexts=course_1166918</a> )	10:30am to 12pm
Thu Feb 25, 2016	<b>Dr. Young's Online Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207137&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207137&amp;include_contexts=course_1166918</a> )	9am to 10am
Fri Feb 26, 2016	<b>OE Syntax</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304541">https://webcourses.ucf.edu/courses/1166918/assignments/4304541</a> )	due by 11:59pm
Mon Feb 29, 2016	<b>Read Semantic Change</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304576">https://webcourses.ucf.edu/courses/1166918/assignments/4304576</a> )	due by 11:59pm
	<b>Read Shay ch 4 Middle English</b>	due by 11:59pm
	( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304579">https://webcourses.ucf.edu/courses/1166918/assignments/4304579</a> )	
	<b>Read Sound Change</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304575">https://webcourses.ucf.edu/courses/1166918/assignments/4304575</a> )	due by 11:59pm
Tue Mar 1, 2016	<b>Dr. Young's f2f Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207120&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207120&amp;include_contexts=course_1166918</a> )	10:30am to 12pm
Wed Mar 2, 2016	<b>ME Script 1</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304526">https://webcourses.ucf.edu/courses/1166918/assignments/4304526</a> )	due by 11:59pm
Thu Mar 3, 2016	<b>Dr. Young's Online Office Hours</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1207138&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1207138&amp;include_contexts=course_1166918</a> )	9am to 10am
Fri Mar 4, 2016	<b>ME Script 2</b> ( <a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304529">https://webcourses.ucf.edu/courses/1166918/assignments/4304529</a> )	due by 11:59pm
Mon Mar 7, 2016	<b>Spring Break</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1196816&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1196816&amp;include_contexts=course_1166918</a> )	12am
Tue Mar 8, 2016	<b>Spring Break</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1196817&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1196817&amp;include_contexts=course_1166918</a> )	12am
Wed Mar 9, 2016	<b>Spring Break</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1196818&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1196818&amp;include_contexts=course_1166918</a> )	12am
Thu Mar 10, 2016	<b>Spring Break</b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1196819&amp;include_contexts=course_1166918">https://webcourses.ucf.edu/calendar?event_id=1196819&amp;include_contexts=course_1166918</a> )	12am

Fri Mar 11, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196820&amp;include_contexts=course_1166918">Spring Break (https://webcourses.ucf.edu/calendar?event_id=1196820&amp;include_contexts=course_1166918)</a>	12am
Mon Mar 14, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4461161">Optional: Watch French Phrases Hidden in English Words (https://webcourses.ucf.edu/courses/1166918/assignments/4461161)</a>	due by 11:59pm
Tue Mar 15, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207121&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207121&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Thu Mar 17, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207139&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207139&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Mar 18, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304544">ME Transcription *G* (https://webcourses.ucf.edu/courses/1166918/assignments/4304544)</a>	due by 11:59pm
Mon Mar 21, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304584">Read "Why Chaucer Said 'Ax' Instead Of 'Ask,' And Why Some Still Do" (https://webcourses.ucf.edu/courses/1166918/assignments/4304584)</a>	due by 11:59pm
Tue Mar 22, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207123&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207123&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Wed Mar 23, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196824&amp;include_contexts=course_1166918">Withdrawal Deadline (https://webcourses.ucf.edu/calendar?event_id=1196824&amp;include_contexts=course_1166918)</a>	12am
Thu Mar 24, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207140&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207140&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Mar 25, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304542">ME Syntax (https://webcourses.ucf.edu/courses/1166918/assignments/4304542)</a>	due by 11:59pm
Sat Mar 26, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304550">Extra Credit: Exploring COCA and COHA (https://webcourses.ucf.edu/courses/1166918/assignments/4304550)</a>	due by 11:59pm
Mon Mar 28, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304580">Read Shay ch 5 Early Modern English (https://webcourses.ucf.edu/courses/1166918/assignments/4304580)</a>	due by 11:59pm
Tue Mar 29, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207124&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207124&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Wed Mar 30, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304543">EMnE Lexicon (https://webcourses.ucf.edu/courses/1166918/assignments/4304543)</a>	due by 11:59pm
Thu Mar 31, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207141&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207141&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Apr 1, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304545">EMnE Phonology (https://webcourses.ucf.edu/courses/1166918/assignments/4304545)</a>	due by 11:59pm
Mon Apr 4, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304569">Optional: Pronouncing Shakespeare &amp; Making of Johnson's Dictionary (https://webcourses.ucf.edu/courses/1166918/assignments/4304569)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4344037">Read "A Nue Merrykin Dikshunary" (https://webcourses.ucf.edu/courses/1166918/assignments/4344037)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4343905">Read "Samuel Johnson Lays Down the Law" (https://webcourses.ucf.edu/courses/1166918/assignments/4343905)</a>	due by 11:59pm
Tue Apr 5, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207125&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207125&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Thu Apr 7, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207142&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207142&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Apr 8, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304554">EMnE Syntax (https://webcourses.ucf.edu/courses/1166918/assignments/4304554)</a>	due by 11:59pm
Sat Apr 9, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4344076">Extra Credit: Early American Handwriting (https://webcourses.ucf.edu/courses/1166918/assignments/4344076)</a>	due by 11:59pm
Mon Apr 11, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304581">Read Shay ch 6 Modern English (https://webcourses.ucf.edu/courses/1166918/assignments/4304581)</a>	due by 11:59pm
	<a href="#">Watch: How Does History Change the Meaning of Words</a>	due by

	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304586">https://webcourses.ucf.edu/courses/1166918/assignments/4304586</a>	11:59pm
Tue Apr 12, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207126&amp;include_contexts=course_1166918">No Office Hours today (https://webcourses.ucf.edu/calendar?event_id=1207126&amp;include_contexts=course_1166918)</a>	12am
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4477078">Extra Credit: Mobile/eTextbook Survey (https://webcourses.ucf.edu/courses/1166918/assignments/4477078)</a>	due by 11:59pm
Thu Apr 14, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207143&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207143&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Apr 15, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4344157">Johnson's Dictionary (https://webcourses.ucf.edu/courses/1166918/assignments/4344157)</a>	due by 11:59pm
Sat Apr 16, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304522">Extra Credit: Johnson's Dictionary and Historical American Usage (https://webcourses.ucf.edu/courses/1166918/assignments/4304522)</a>	due by 11:59pm
Mon Apr 18, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304568">Optional: Is Texting Actually Advancing Language? (https://webcourses.ucf.edu/courses/1166918/assignments/4304568)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4431719">Optional: Read "2015 in language" (https://webcourses.ucf.edu/courses/1166918/assignments/4431719)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304573">Read articles about ongoing language change (https://webcourses.ucf.edu/courses/1166918/assignments/4304573)</a>	due by 11:59pm
Tue Apr 19, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207128&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207128&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Thu Apr 21, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1207144&amp;include_contexts=course_1166918">Dr. Young's Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207144&amp;include_contexts=course_1166918)</a>	9am to 10am
Fri Apr 22, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304858">Not-So-Modern English (https://webcourses.ucf.edu/courses/1166918/assignments/4304858)</a>	due by 11:59pm
Sat Apr 23, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304560">Extra Credit: Transcribing Johnson's Dictionary (https://webcourses.ucf.edu/courses/1166918/assignments/4304560)</a>	due by 11:59pm
Mon Apr 25, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304546">Extra Credit: End-of-Semester Survey (https://webcourses.ucf.edu/courses/1166918/assignments/4304546)</a>	due by 11:59pm
	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304582">Read Shay ch 7 Future English (https://webcourses.ucf.edu/courses/1166918/assignments/4304582)</a>	due by 11:59pm
Tue Apr 26, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196825&amp;include_contexts=course_1166918">Last Day of Classes (https://webcourses.ucf.edu/calendar?event_id=1196825&amp;include_contexts=course_1166918)</a>	12am
	<a href="https://webcourses.ucf.edu/calendar?event_id=1207129&amp;include_contexts=course_1166918">Dr. Young's f2f Office Hours (https://webcourses.ucf.edu/calendar?event_id=1207129&amp;include_contexts=course_1166918)</a>	10:30am to 12pm
Wed Apr 27, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196815&amp;include_contexts=course_1166918">Study Day (https://webcourses.ucf.edu/calendar?event_id=1196815&amp;include_contexts=course_1166918)</a>	12am
Thu Apr 28, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304555">FINAL EXAM (https://webcourses.ucf.edu/courses/1166918/assignments/4304555)</a>	due by 11:59pm
Fri Apr 29, 2016	<a href="https://webcourses.ucf.edu/courses/1166918/assignments/4304557">Course Letter Grade (https://webcourses.ucf.edu/courses/1166918/assignments/4304557)</a>	due by 11:59pm
Wed May 11, 2016	<a href="https://webcourses.ucf.edu/calendar?event_id=1196826&amp;include_contexts=course_1166918">Grades Available on myUCF (https://webcourses.ucf.edu/calendar?event_id=1196826&amp;include_contexts=course_1166918)</a>	12am