

EXISTING COURSE ADOPTION PROCEDURE (ECAP)  
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST  
Drafted by Curriculum Committee, Indiana University East

PART 1:

Course number: ENG G600

Course Title: History of the English Language

Credit hours: 3

Division offering: Humanities and Social Sciences

Faculty member submitting this proposal: Edwina Helton

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

Yes

Below, please list all those campuses which teach the course in question:

IUSB

PART 3:

Please provide the following elements to the model framework as required by the University Faculty Council (you may attach additional pages):

1) Describe the course content and your rationale for bringing it forward:

The course provides a cultural, historical, literary, and rhetorical overview of the history of the English language.

Bringing ENG G600 forward will provide a graduate level option for students in the alternative routes program and for current Elementary and Secondary teachers who take courses to maintain their teaching license.

2) Describe the course's placement in the program, including its intended audience and any prerequisites.

ENG G600 is intended for students interested in learning about the history of the English Language through literary study.

Because of the course focus on literature from Old English, Middle English, and Early Modern English with attention to cultural and historical context, the course provides ideal background study for future teachers of British literature at the secondary level as well as background for English majors preparing for graduate school.

The course is also intended for students in Education programs. Graduate level status is the only prerequisite for ENG G600.

3) List the anticipated student learning objectives and outcomes.

**COURSE OBJECTIVES:**

This course will offer teacher preparation in development of:

- reflective scholarship (abilities to explain your beliefs about language learning supported by theory and research),
- instructional leadership (describing approaches you would use in incorporating children’s literature into teaching), and
- global citizenship (planning how you will integrate teaching of diversity into your courses).

**CAMPUS LEARNING OBJECTIVES:**

This course will help you become an educated person who can:

- express ideas clearly, completely, and accurately;
- develop skills to understand, accept, and relate to people of different backgrounds and beliefs;
- and develop informed opinions, to comprehend, formulate, and critically evaluate ideas.

4) Discuss any special features of the course (eg. a service learning component)

The course is taught as an online component course.

The course is to be concurrently taught with ENG G301 – History of the English Language (as is the practice at IUSB).

Reading and writing are connected within the course through a writing and research intensive approach.

5) Proposed syllabus for the course as it would be taught on the IU East campus is attached.

**PART 4:**

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division’s final determination on this point and provide the chair’s signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

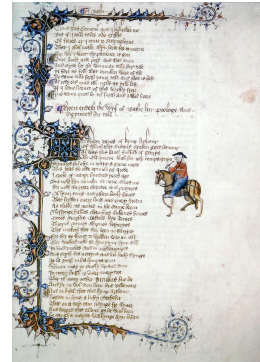
\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

**HISTORY OF THE ENGLISH LANGUAGE, ENG G600  
ONLINE COURSE  
INDIANA UNIVERSITY EAST**

**INSTRUCTOR** Dr. Edwina Helton

**TEXTS** *Biography of the English Language, C.M. Millward* and provided materials as detailed on your schedule.



**COURSE DESCRIPTION**

ENG G600 is a course of discovery and exploration on the historical study of the English language including Old English, Middle English, and Early Modern English. The course will emphasize social, political, and other external historical events influencing language change, as well as the internal history of the language. We will explore language systems as well as to the literature of the different historical periods. Course requirements include reading, writing, and research activities.

**COURSE OBJECTIVES:**

This course will offer teacher preparation in development of:

- reflective scholarship (abilities to explain your beliefs about language learning supported by theory and research),
- instructional leadership (describing approaches you would use in incorporating children's literature into teaching), and
- global citizenship (planning how you will integrate teaching of diversity into your courses).

**CAMPUS LEARNING OBJECTIVES:**

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**Final Grades:** Writing Prompts—20%  
Chapter Paragraph Summary—20%  
Literary Responses—20%  
Projects—30% (15% for each project)  
Active and Invested Participation—10%

Note: Graduate level credit in this course requires that those students taking the course for graduate credit will complete a seminar paper project as well as additional research. Topics will be selected in consultation with myself.

History of the English Language  
English ENG G600

### **Course Syllabus**

#### **UNIT ONE—EXPLORING THE HISTORY OF THE ENGLISH LANGUAGE**

##### **Week One—August 30-September 6—Introduction to Exploring the History of Language and Phonology**

- A) Read: “Introduction” and “Phonology” (pp. 1-32)
- C) Writing Prompt #1

#### **UNIT TWO: EXPLORING OLD ENGLISH**

##### **Week Two—September 6-13—Old English, A.D. 450-1100**

- A) Read: “Old English” (pp. 75-140)
- B) Complete Literary Response on Review: Anglo Saxon Poems
- C) Writing Prompt #2

##### **Week Three—September 13-20—Old English (continued)**

- A) Complete Literary Response on *Sir Gawain and the Green Knight* or *Beowulf*
- B) Writing Prompt #3

##### **Week Four—September 20-27 and Week Five—September 27-October 4—Reflecting on Language History and Old English**

- A) Complete Project #1 Draft and Final Copy
- B) Writing Prompt #4
- C) Writing Prompt #5

#### **UNIT THREE: EXPLORING MIDDLE ENGLISH**

##### **Week Six—October 4-11—Middle English, A.D. 1100-1500**

- A) Read: “Middle English” (pp. 141-222)
- B) Complete Chapter Summary on “Middle English”
- C) Complete Literary Response on Middle English Lyrics
- D) Writing Prompt #6

##### **Week Seven—October 11-18—Middle English (continued)**

- A) Complete Literary response on excerpts from *The Book of Margery Kempe*
- B) Writing Prompt #7

##### **Week Eight—October 18-25—Middle English (continued)**

- A) Complete Literary Response on *Canterbury Tales Prologue*
- B) Writing Prompt #8

**Week Nine October 25-November 1 and Week Ten—November 1-November 8**

**Reflecting on Middle English**

- A) Complete Project #2 Draft and Final Copy
- B) Writing Prompt #9
- C) Writing Prompt #10

**UNIT FOUR: EXPLORING EARLY MODERN ENGLISH**

**Week Eleven—November 8-15—Early Modern English—16<sup>th</sup> Century Renaissance**

**(1485-1603)**



- A) Read: “Early Modern English” (pp. 223-300)
- B) Complete Chapter Summary on “Early Modern English”
- C) Complete Literary Response on Shakespeare’s Sonnets and Edmund Spenser’s *Sonnets and Fate of the Butterlie*
- D) Writing Prompt #11

**Week Thirteen—November 22-29—Have a Good Fall Break!**

**Week Fourteen—November 29-December 6—Early Modern English—Restoration**

**and 18<sup>th</sup> Century (1660-1785)**

- A) Complete Literary Response on Poems by Aphra Behn, Anne Finch, and John Dryden
- B) Writing Prompt #13

**Week Fifteen—December 6-13—Revision and Writing Week**

**December 13, Thursday—Final Day to Submit Work**

