

Etymologies (ETYM) CTY Course Syllabus

Week 1

Monday, Day 1

1. Introduction to Course
2. Morning: The Indo-European Languages (ID Terms: Inflection, Proto-Indo-European)
3. Afternoon: Ayers 1.2 & Ayers 1.3
4. Afternoon: Pre-Assessment
5. Study Hall:
 - a. Latin Lesson II.III (Ayers 32-33) & Latin Lesson III.III (Ayers 39-40)
 - b. Read Bragg 1: *The Common Tongue*
 - c. Study for Quiz (most of the students did not have time)

Tuesday, Day 2

1. Morning: Discussion based on Bragg, chapter 1
2. Afternoon: Ayers, Latin Lesson 4: Lecture on Acronyms and Abbreviations, explaining the difference between the two. Students come up with lists of abbreviations and acronyms.
3. Afternoon: Ayers, Latin Lesson 5 (ID Term: Back-Formation)
4. Study Hall:
 - a. Read Bragg 2: *The Great Escape*
 - b. Exercises: Ayers, Latin Lesson 4.3 & Latin Lesson 5.3
 - c. Study for Quiz

Wednesday, Day 3

1. Morning: Discussion: Bragg 2: *The Great Escape*
2. Morning: Go over Latin Lesson 4.3 & 5.3
3. Afternoon: Lecture & Discussion: The Norman Invasion
4. Afternoon: Ayers, Latin Lesson 6 & 7
5. Study Hall:
 - a. Read Bragg 3: *Conquest* (pg. 32-39)
 - b. Latin Lesson 6.3 & Latin Lesson 7.3

Thursday, Day 4

1. Morning: Lecture & Discussion: The Norman Invasion
2. Morning: Review Ayers, Latin Lesson 6 & 7
3. Morning: Quiz
4. Morning: Ayers, Latin Lesson 8 & 9
5. Afternoon: Debate (based on excerpt from George Orwell's *Politics and the English Language*): Is it good to use Latin and Greek derived words in English? Or are Anglo-Saxon words somehow more expressive?
6. Study Hall:
 - a. Bragg 4: *Holding On*
 - b. Exercises: Ayers, Latin Lesson 8.3 & 9.3
 - c. Study for Quiz

Friday, Day 5

1. Morning: Ayers, Latin Lesson 10
2. Morning: Ayers, Latin Lesson 11

3. Afternoon: Naomi explains Latin bases in Harry Potter spells and has students create their own spells based on Latin bases from Ayers
4. Afternoon: Students play the 'trivia spy game' in which they write quizzes for one another based on class material
5. Study Hall (Sunday):
 - a. Bragg 6, *Chaucer*
 - b. Chaucer, *Canterbury Tales*, The General Prologue 1-50, 79-85
 - c. Chaucer, *Canterbury Tales*, The Nun's Priest's Tale 2821-2939 & 2970-3063
 - d. Study for Quiz (Ayers X & XI)

Week 2

Monday, Day 6

1. Morning: Lecture & Discussion: Dictionaries of English
 - a. Robert Cawdrey, *A Table Alphabeticall* (1604)
 - b. Samuel Johnson's dictionary – several examples of idiosyncratic definitions
 - c. Noah Webster's *American Dictionary* (1828)
 - d. *The Oxford English Dictionary* (beginning in 1884)
2. Morning: Flashcard study
3. Morning: Word Root Pictionary
4. Morning: Quiz (Ayers X & XI)
5. Afternoon: Ayers: Latin Lesson XII & XIII
6. Study Hall:
 - a. Read Chaucer, Nunn's Priest's Tale (cont'd)
 - b. Read Bragg 7: *God's English*

Tuesday, Day 7

1. Morning: Trip to the library to research word etymologies with the *Oxford English Dictionary*
2. Morning: Presentation of word etymologies to class
3. Morning: Quiet study
4. Morning: Quiz
5. Morning: Ayers, Latin Lesson XIV
6. Morning: Ayers, Latin Lesson XV
7. Afternoon: Discuss Chaucer reading
8. Afternoon: Exam on English words from Latin roots
9. Study Hall:
 - a. Read Bragg 8: *English and the Language of State*
 - b. Review for First Cumulative Test

Wednesday, Day 8

1. Morning: Cumulative test: ID terms & Latin bases, prefixes & suffixes (9am-10am, then break)
2. Morning: The Greek Alphabet – Students Learn the Greek Alphabet and draw each a large decorated version of each letter of the alphabet, which are posted above the blackboard.
3. Afternoon: Transliteration of a Passage of Homer from Greek characters into the Roman alphabet
4. Study Hall: (Socher)
 - a. Ayers, Greek Lesson 1: Words from Greek Mythology (pg. 160 ff.)

Thursday, Day 9

1. Morning: Greek Alphabet Quiz
2. Morning: The History of the Greek Language: Proto-Greek, Mycenaean Greek, Homeric Greek, Attic Greek, Koine Greek, Medieval Greek

3. Morning: A Brief Introduction to Greek Philosophy
4. Afternoon: Ayers, Greek Lesson 2: Words from Greek History and Philosophy (pg. 178 ff.)
5. Study Hall: (Halim)
 - a. Students read Bragg 9, *William Tyndale's Bible*
 - b. Study for Quiz (Ayers, Greek Lesson 3 & Greek Lesson 4)

Friday, Day 10

1. Morning: Review of English words from Greek Philosophy and Ayers, Greek Lesson 3 & 4
2. Morning: Quiz
3. Morning: Class discusses study questions for Bragg 9
4. Morning: Class reads William Safire's article *Infamy*, about the rhetoric of the war on terror, and discusses the article using study questions
5. Morning: Lecture & Discussion: The History of Printing (Bi Sheng, Gutenberg, Caxton)
6. Afternoon: Class watches and discusses *The Mother Tongue*, the second part of *The Story of English* PBS series on the history of the English language
7. Study Hall (Sunday) (Halim)
 - a. Ayers, Greek Lesson 5: notecards
 - b. Dettmer, workbook exercises for Greek Lesson 5

Week 3

Monday, Day 11

1. Morning: Class reviews ID Terms for today's Quiz
2. Morning: Students make flashcards for Ayers, Greek Lesson 5 & 6 – Students Review Notecards – Word Root Pictionary
3. Morning: Quiz on Ayers, Greek Lesson 5 & 6
4. Morning: Students Read Bragg 16 – Class goes over study questions for Bragg 16
6. Study Hall: (Socher)
 - a. Students Research for Balderdash game with Richard Nathan's class

Tuesday, Day 12

1. Morning: Students Analyze a Random Assortment of Words from Greek & Latin Bases
2. Morning: Quiz on Greek Lesson 7 & 8
3. Afternoon: Lesson & Activity: The International Phonetic Alphabet
4. Afternoon: Ayers, Greek Lesson 7: Loan Words
5. Afternoon:
6. Study Hall:
 - a. Read Bragg ch. 16 (188-206) *Mastering the Language*
 - b. Read Bragg ch. 17 (207-223) *The Proper Way to Talk*
 - c. Review for Quiz (Ayers, Greek 7-8)

Wednesday, Day 13

1. Morning: Word Analyses of a Random Assortment of English Words Derived from Latin and Greek Roots — Finish making flashcards for Ayers, Greek Lesson 9 & Ayers, Greek Lesson 10 — ID Term Review — Word Root Pictionary
2. Morning: Quiz
3. Afternoon: Balderdash with Richard Nathan's Crafting the Essay class
4. Study Hall: Class Begins Reading Shakespeare's *Othello* — Students Make Notecards for Ayers, Greek Lesson 11

Thursday, Day 14

1. Morning: Word Analyses of a Random Assortment of English Words Derived from Latin and Greek Roots
2. Morning: Pictionary Game for Word Roots and ID Terms (from throughout the course)
3. Morning: Comprehensive Test: Greek Bases, Latin Bases, ID Terms
4. Afternoon: Students continue to read Shakespeare's *Othello*, with interruptions in order to discuss how Shakespeare's English differs from Modern English, and also in order to analyze any words formed from Latin and Greek roots
5. (No Study Hall)

Friday, Day 15

1. Morning: Return exam on English words derived from Greek roots, review course material
2. Morning: Students Take Post-Assessment
3. Morning: Students make Etymologies Poster
4. Morning: Students continue reading *Othello*