

STUDY GUIDE FOR THE ENGLISH 328 FINAL

Note that I consider any material from class handouts, from class discussion, or the assigned readings to be fair game for the final examination.

- I. The final examination will be a two-hour examination. Clever students will use the entire time to polish and refine their essay section.
 - II. The final will be comprehensive. About 60-70% of the examination will cover material we have read *since* the mid-term. About 30-40% will review the early parts of Baugh *before* the mid-term.
 - III. I might require you to diagram a 70-word sentence. Alternatively, I might require you to diagram three sentences--possibly choosing those three out of four available options. If I include diagrams, some of these will require pedestals for infinitive phrases or whatnot. Some of these will require connecting two clauses together. Some of these will require sentence-level modifiers.
 - IV. I might require you to punctuate correctly some sentences using the rules described in the last chapters we read from Kolln and Funk. These sentences may require commas, semicolons, parentheses, or dashes--or combinations of these marks. You will need to pay attention to subordinate conjunctions, pure conjunctions, and conjunctive adverbs as well as introductory phrases and clauses.
 - V. You will be asked to define various vocabulary terms from both the Baugh text and the Kolln and Funk text. I will possibly provide the term and you will write out a definition with examples—or I will probably ask you to explain two or more similar /oppositional terms by contrasting them with each other.
 - VI. I will probably have one short section for phonetic transcription—a single sentence or so.
 - VII. The final examination will have one to three questions requiring one-paragraph responses. These might focus on any of the following:
 - A. A chart or diagram from Baugh or from Kolln and Funk
 - B. The debate in the Enlightenment about language academies, fixing the language, etc.
 - C. The debate in Kolln and Funk about *who* versus *whom* or any other side-bar discussion.
 - D. Foreign Influence: Loanwords adopted into English
 - E. Foreign Influence: The Norman Conquest and the Danelaw
 - F. Explaining the difference between personal pronouns, relative pronouns, indefinite pronouns, and interrogative pronouns (or between direct object, indirect object, and object complements)
 - G. The influence of a particular scholar on our knowledge of English--Jakob Grimm, Sir William Jones, Richard Mulcaster, etc.
 - H. The Great Vowel Shift
- V. The essay will probably include a longer (1-2 page) essay section. This essay will probably focus on one of the following general topics:
- A. The nature of late medieval and Renaissance spelling reforms, and how they affected modern spelling (i.e., Orm's Law, the Cheke system, Richard Mulcaster's reforms, etc.)
 - B. The introduction of dictionaries in the Enlightenment and in 19th-century America, leading up to *The Oxford English Dictionary*.
 - C. The development of American English.
 - D. The influence of the Enlightenment on modern English grammar.
 - E. I might present a passage of text from an earlier century and ask you to comment upon linguistic, phonetic, or grammatical features of that text. (In particular, this question might require you to combine knowledge from Baugh and Cable's textbook and from Kolln and Funk's textbook).
 - F. I might present a grammatical or historical problem and ask you to explain or resolve the issue using your knowledge of history and grammar.
 - G. I might ask you a question dealing with one or more of the time periods covered in Baugh.
 - H. Prescriptivism versus Descriptivism in grammar—advantages and disadvantages of each.
 - I. The idea of Universal Grammar or T-G Grammar
 - K. The differences between structuralist approaches to grammar and traditional approaches.