

**H**WÆT WE GARDE  
na in 7 ear dazum. þeod cýnni<sup>129</sup>  
þrym 7e frunon huda æþelinas elle  
fre medon. oft scýld scepuz sceape  
þreatum monezū mæþum meodo setl  
of teah <sup>care</sup> esode eorl syddan ærest pet  
fer sceapt funden he þæs þroffe 7e b  
weox under wolenum weorð myndum þal  
od þ him æghwyle þara ymb sitten dr  
ofer hron. raðe hyran scolde 7omban

# Final Paper Guidelines

The History of English (Ling 390)

College of Staten Island

Fall 2020

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## Final Paper Guidelines

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### The Basics

Your final paper may be either a review paper, in which you provide an overview of a topic, or a work of new research, in which you propose a new idea or reinterpretation of existing data. You should be able to draw a fair amount of content from your blog posts.

The final paper should be at least 1,500 words long. At the top of the first page, include your name, the date, and “Ling 390,” each on a fresh line. Below that, and centered, should be the title of your paper. An example is shown below.

Joseph Pentangelo 15 October 2020 Ling 390  The Norman Influence on English Words for Food
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Your paper should be double-spaced, and should conform to the citation standards given in the [Unified Style Sheet for Linguistics](#). Please number your pages. Use a serif font (for example, Times New Roman, Garamond, Baskerville, or the font that this document is in, [Gentium Plus](#)), size 12, with 1-inch margins.

### Sources

Throughout your paper, you should include references to at least six sources. There are two types of acceptable sources: data (i.e. primary sources) and analysis (i.e. secondary sources). You can use any text used in this class (articles, the textbook, etc.) as a source for your paper.

For an example of data: if you’re discussing contemporary English slang on Twitter, then you might include reference to a tweet that uses a slang word. That tweet doesn’t need to be about linguistics – it just happens to contain a linguistic form you’re interested in. The same principle applies to runestones, manuscripts, letters, advertisements, newspaper articles, and so on – they don’t need to be about the language, because their purpose is to provide examples of the language. For this reason, data sources don’t need to be peer-reviewed.



Analysis, on the other hand, refers to any scholarly work that you might find which talks about a linguistic topic. A journal article, a textbook, a working paper, and so on. Analysis should be peer-reviewed and reputable.

You can read more about different sorts of sources and how to find them – along with an explanation of peer-review and how it works – in the [slides](#) from our Sept. 30 lecture. A list of resources for finding sources is on the [Resources](#) page of our website.

### **The Software**

I recommend using Microsoft Word. If you don't have or like Word, Google Docs is a good free alternative. Another free alternative is the open-source [Libre Office](#). Whatever software you choose, I strongly recommend using a computer to write your paper. Writing a 1,500 word essay on a smartphone can be done, but almost always yields unsatisfactory results.

### **The Paper's Sections**

Your paper should have at least three sections: 1. Introduction, 2. Body, 3. Conclusion. While you can call sections 1 and 3 by the names I just mentioned, please give your section 2 a name that is relevant to the content in that section. For example, you might write something like “2. The Development of Jazz-Age Slang” or “2. The Beginning of the Northern Cities Shift.” In addition, a final unnumbered section, References, should appear at the end.

#### **1. Introduction**

Use this section to introduce your topic. Imagine you're discussing this topic with a peer who doesn't know about it, but is interested in learning more. Set the scene for them. What is the basic information? What will you be talking about in the rest of your paper? Note that, despite what you may have been taught in other courses, there is no reason to avoid saying “I” in your paper. It's perfectly acceptable to write “I will be discussing...”

Below is an example of an introduction for the paper I introduced above, “The Norman Influence on English Words for Food.”

1. Introduction

With the Norman conquest, 1066 saw the beginning of a cultural upheaval in England. War and invasion were nothing new for this land in northwestern Europe. Over the previous centuries, England's shores were visited by Romans, Angles, Saxons, Jutes, and Vikings, all of

whom left a major cultural and linguistic mark while largely displacing the indigenous Celtic culture (Algeo 2009: 78–86). Most significant were the Anglo-Saxons, the collective name for the Angles, Saxons, and Jutes. These groups spoke mutually-intelligible West Germanic languages which eventually coalesced into the language that we now know as Old English (or, occasionally, Anglo-Saxon).

As Anglo-Saxons became the dominant cultural force in England, Old English was established as the preeminent language of the assorted English realms. The language was adaptable, absorbing a number of Scandinavian loanwords brought over by Vikings a few centuries later, as well as a variety of Latin words. (The Celtic mark on Old English is more controversial; see McWhorter (2009) for more.) But with the Norman conquest, Old English was transformed in unprecedented ways, so much so that it eventually became what is recognized as a distinct language: Middle English.

In this paper, I will describe how the Norman conquest introduced a number of new food terms, many of which were adopted by the English people and exist in our language to this day. Note that, throughout this paper, where I write “French,” I mean Norman French, the language of William the Conqueror and the post-conquest aristocracy.

## 2. Body

This is essentially the bulk of your paper – it’s where you provide your review of the literature (if you are writing a review paper), or make your argument. As mentioned above, do not actually title this section “Body” in your paper. Instead, give it a name that reflects what’s discussed in it. For example:

### 2. Why the English Borrowed *Beef*

Among the many words in Modern English that have their origins in French are several everyday food words, including *beef*, *mutton*, *veal*, *pork*, and *poultry*. Meanwhile, the names for the animals – *cow*, *pig*, *swine*, *calf*, *chicken* – all have their origins in Old English (Oxford English Dictionary Online).

You might end up with several body sections, depending on how complex your topic is. Make sure that you number them consecutively.

Of course, you've written essays before in other classes, including English 111 and 151, and the same principles apply here. The key difference is that, rather than discussing a work of literature, you're discussing language. For example, where you might have thought about characters' motivations for certain behaviors, you should now consider societal or linguistic motivations for certain linguistic changes. In the example below, I use this approach to consider the issue of borrowing terms for foods which were already familiar to the English. Imagine that the following is part of the section introduced above, "2. Why the English Borrowed *Beef*."

Animal husbandry was well established in England for centuries, and the English ate meat of all sorts well before the Normans ever arrived. In fact, the *Lacnunga*, a medieval manuscript of healing recipes, includes several treatments for cattle (*hryðera*), sheep (*sceap*), and pigs (*swina*) suffering from a variety of afflictions (Pollington 2000: 226). But, as mentioned above, the words *beef*, *mutton*, *pork*, and *veal* are all borrowings, introduced by the Normans, and derived ultimately from Old French (Algeo 2009: 255). Today, the indigenous English words are maintained for the name of the animal, while the French-derived names are used for their meat. So we get *beef* (from French *beof*) from a cow (from Old English *cū*), *mutton* (from French *moton*) from a sheep (from Old English *sceap*), and *pork* (from French *porc*) from a swine or pig (Old English *swīna* and *picga*) (Oxford English Dictionary Online).

Typically, a word is borrowed because the borrowing language needs a term for something new. English-speakers didn't have anything like pasta, tacos, or lo-mein in their native vocabulary, so adopted these words – *pasta* from Italian, *taco* from Spanish, and *lo-mein* from Chinese – along with the foods. But why should it be that the English, who had been eating beef, mutton, pork, and veal for centuries, saw fit to adopt new (to them) French words for what was essentially the same old meat?

Sasu & Trapateau (2015: 68) write that "after the Norman invasion, Anglo-Norman, a French dialect, remained the language of the ruling elite for almost three centuries." They go on to write that "English eventually absorbed a considerable number of French borrowings in a large variety of domains," including food. As Algeo (2009: 255) puts it, "French names" were used when the animals were "served up as food at Norman tables." Algeo also notes that French loanwords were used for the cooking process as well, with "*boil*, *broil*, *fry*, *roast*, and *stew*" also coming from French. This tradition is kept to this day, with terms like *chef*, *cuisine*, *restaurant*, *menu*, *dine*, *diner*, *dinner*, and *café* all coming from French (Oxford English Dictionary Online).

In short, French words were high-class. And high-class words often diffuse throughout an upwardly-aspiring population.

The example above does not fully explore this issue, but it does set itself up for further discussion. There might be another body section, “3. How Familiar Were the Everyday English with French Vocabulary?” which might bring in some of the readings from class, like Rothwell (1991).

### 3. Conclusion

In the conclusion, you’ll wrap up your discussion. One important thing to remember is that the conclusion should not introduce new information; instead, it should tie up any loose threads, reflect upon what you’ve revealed so far, and, optionally, point towards directions for future research. The conclusion should end up being about as long as your introduction.

As described above, if you have multiple body sections, the conclusion won’t end up being section 3. That’s no problem. Just make sure you number all of your sections consecutively. In the example conclusion below, you’ll note that it is marked as section 4. That’s because, in this imaginary essay, there was a section 3 – another body section – preceding the conclusion.

### 4. Conclusion

In this paper, I have described how everyday words like *beef* and *pork* were introduced to England as a direct result of the Norman conquest. This historic event changed English society at a foundational level, and impacted the language tremendously. Some of the linguistic changes, like the borrowing of these words, directly reflected the new cultural reality: that English-speakers were at the bottom of the social ladder, and French-speaking Norman aristocrats were at the top. Since a relatively large portion of English-speakers were bilingual, operating in both Anglo-Norman and English, it was fairly easy for these new words to permeate throughout the population. This, coupled with a general desire to use high-class words (perhaps in the vain hope that they might allow a peasant to feel, if only for a moment, like a king), explains why they were so readily borrowed and long-lasting.

In future research, it would be interesting to search for parallel phenomena in other languages spoken in similar social situations. During the Raj, when England colonized and ruled India, did Hindi-speakers borrow any English words whose meanings overlapped with

words they already had? In the early Middle Ages, when Spain, as al-Andalus, was ruled as a Caliphate by conquerors from North Africa, did Arabic words replace Spanish ones among the general populace?

## References

This is the true final section of your paper. Start your references on a new page, and do not number this section. Alphabetize references by author's last name. As noted above, please follow the format described in the [Unified Style Sheet for Linguistics](#). Finally, remember to include references to at least six sources. The example below only lists five because the example essay above is approximately half the length that your final paper will be.

## References

- Algeo, John. 2009. *The origins and development of the English language*, 6<sup>th</sup> edn. Boston: Wadsworth.
- McWhorter, John. 2009. What else happened to English? A brief for the Celtic hypothesis. *English Language and Linguistics* 13(2). 163–191.
- Oxford English Dictionary Online. 2020. Oxford: Oxford University Press.  
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- Pollington, Stephen. 2000. *Leechcraft: Early English charms, plantlore, and healing*. Hereward: Anglo-Saxon Books.
- Sasu, Elena & Trapateau, Nicolas. 2015. Inkhorn terms: Some that got away, the case of Middle English words ending in *-ess(e)*. In Febienne Toupin & Brian Lowrey (eds), *Studies in linguistic variation and change: From Old to Middle English*, 64–87. Cambridge: Cambridge Scholars Publishing.