Walking Dictionaries
An Introduction to the History and Methods of Lexicography

UB Seminar, 3 credits
ENG 199 (#24507) Fall 2015
Tuesdays and Thursdays 1-2:20 pm
Capen 109

Instructor: Dr. Walter N. Hakala
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Office: 315 Clemens Hall
Office Hours: by appointment only (visit http://hakala.yclb.me to schedule a meeting)

Course Description

Lexicography (‘writing about words’) fundamentally shapes the ways we think about and organize the world around us. From 4,500-year-old Sumerian clay tablets to the definitions that pop up on an iPad, our interactions with words are inseparable from technologies of reference.

In this course, we will look at how words, objects, and ideas are defined and get equated across cultures, languages, and time. What words should and should not be included in a dictionary? Who gets to decide what a word means? What kinds of communities emerge from these texts? Readings will be on topics like cognition, memory, the history of writing, and biographies of those “harmless drudges” involved with compiling dictionaries and other lexicographical works. Students will have the choice of completing different of assignments on such topics as mnemonic techniques, vocabularies in verse, using Google Books to find early instances of terms, and designing the perfect dictionary entry. By reading, discussing, and experimenting with a wide range of genres, students will develop a broad familiarity with the history and practice of lexicography.

No prerequisite coursework or experience with lexicography is expected prior to the start of the course.
**Student Learning Outcomes**

Having completed a First Year Seminar, students will be able to:

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Delivered through the Following Instructional Method(s):</th>
<th>Student Achievement Assessed with the Following Method(s)/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Think critically using multiple modes of inquiry.</td>
<td>Discussion; assigned reading and writing</td>
<td>Participation in discussion; Think Questions; Exercises #1-8; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
</tr>
<tr>
<td>2. Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field.</td>
<td>Lecture, discussion, assigned reading and writing</td>
<td>Participation in discussion; Think Questions; Exercises #1-8; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
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<tr>
<td>3. Understand and apply the methods of close reading, note taking, analysis, and synthesis.</td>
<td>Lecture, discussion, assigned reading and writing</td>
<td>Participation in discussion; Think Questions; Exercises #1, 2, 4, 6, 7; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
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<tr>
<td>4. Recognize and debate ethical issues and academic integrity in a variety of settings.</td>
<td>Lecture, discussion, assigned reading and writing</td>
<td>Participation in writing exercise on Thursday, September 3; extra-credit quiz on syllabus; Think Questions; Exercises #2, 5, 6, 7. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
</tr>
<tr>
<td>5. Demonstrate proficiency in oral discourse and written communication.</td>
<td>Participation in discussion; required class presentation</td>
<td>Participation in discussion; Think Questions; Exercises #1-8; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
</tr>
<tr>
<td>6. Develop essential research and study skills such as time management.</td>
<td>Lecture, discussion, assigned reading and writing</td>
<td>Participation in discussion; Think Questions; Exercises #1-8, Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
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<tr>
<td>7. Utilize the eportfolio for at least one assignment.</td>
<td>E-portfolio discussed in class and modeled</td>
<td>Exercises #2-8; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
</tr>
<tr>
<td>8. Understand the academic expectations pertaining to studentship at the University at Buffalo and to higher learning at a research university.</td>
<td>This topic will be addressed in lecture and discussion and through written responses on reflections and papers</td>
<td>Participation in discussion; Think Questions; Exercises #1-8; Final Project. Grades A to C meet learning outcomes; grades D to F do not meet learning outcomes.</td>
</tr>
</tbody>
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Note: UBGE = UB General Education; SUNY categories in the above table are those required by the SUNY General Education Program ([http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenedCourseGuidelines_20120530.pdf](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/general-education/GenedCourseGuidelines_20120530.pdf)), and MSCHE categories represent the areas of general education required by the Middle States Commission on Higher Education.
Course Policies

Course Requirements

● Five 1-page (maximum) responses to Think Questions (TQs) (5 points each, up to 15 points). Questions will be provided in class, and responses will be due in hard copy at the start of the next class meeting. No response may fill more than one side of a piece of paper. They are announced only in class and may not be rescheduled. Students may skip or drop two of the five assigned postings. Learning outcomes: 1, 2, 3, 4, 6, 8.

● Note-taking Assignment (dates vary throughout the semester, 10 points): All students in the class will be responsible for leading our discussion of one assigned reading. Learning outcomes: 1, 2, 3, 6, 8. Please indicate your selection by adding your name in a comment next to one of the readings listed in the course schedule below. Your responsibilities will be to keep track of the running notes in the Google Doc associated with that particular reading. Everyone can and should contribute to the running notes. If you are struggling, consider posing a question that you think will help to generate discussion. Indicate your contributions by adding your UBIT name in braces (e.g., {walterha}) following each note item. Before class, the discussion leader is responsible for rearranging the running notes by topic and leading our discussion of the reading during our class meeting. The purpose of this exercise is to develop note-taking skills and explore the importance of paper and other writing technologies in lexicography.

● Students are required to complete the following exercises (10 points each, up to 40 points). Students may skip or drop three of the seven assigned exercises.

  o Exercise #1 - Dictionary Familiarization (due Tuesday, September 8): You will receive two terms in class and make your selection of another. You will need to complete this worksheet and bring it to class for discussion. To what extent do the various dictionaries adapt or copy the work of earlier lexicographers? How do they innovate? What counts as plagiarism in lexicography? Post your completed worksheet to the UBlearns Discussion Board. Learning outcomes: 1-8.

  o Exercise #2 - Nisab (due Tuesday, September 22): Prepare a vocabulary in verse that either equates terms from two different languages (English should be one of them) or provides synonyms for English terms. The vocabulary must be written using rhyming couplets, be at least 10 verses long, and maintain an equal number of syllables in each line throughout. You will be required to memorize and recite your nisab in class. Post your nisab to the UBlearns Discussion Board. Learning outcomes: 1-3, 5-8.

  o Exercise #3 - Taxonomy (due Thursday, October 1): Prepare a Google Doc that provides in chart form a preliminary taxonomy of a class of cultural artifacts of interest to you (e.g., indie rock, comic book heroes, varieties of hot sauce, etc.). Using the official website of the Holotypic Occlupanid Research Group (http://www.horg.com/horg/?page_id=921) as your model, create an E-Portfolio site that includes at minimum a 750-word explanation of your methodology. Post a link to it to the UBlearns Discussion Board. Learning outcomes: 1-3, 5-8.

  o Exercise #4 - New Words for New Things (due Thursday, October 15): Select an object, artifact, commodity, mineral, pathogen, plant, animal, etc. that has been introduced by one linguistic community into the material culture of another. Using lexicographic, archaeological, art historical, or other evidence, explore the ways in which this object comes to be equated with other, more familiar, objects and terms in the target culture. Post a 750-word response paper to the UBlearns Discussion Board. Learning outcomes: 1-8.

  o Exercise #5 - The Perfect Dictionary Entry (due Thursday, November 5): Identify a term and locate as many dictionaries entries for that term as you can. Using Landau’s guide to defining, rewrite the dictionary entry in a way that you believe makes the most sense. How does your definition build on, and differ from, previous works? Post at 750-word response paper to the UBlearns Discussion Board. Learning outcomes: 1-8.

  o Exercise #6 - Antedating (due Tuesday, November 24): Identify a term or phrase in the Oxford English Dictionary. Using our library, Google Books, Eighteenth Century Collections Online, HathiTrust Digital
try to antedate or otherwise complicate the OED’s citations. How does language evolve over time and how effective are dictionaries in documenting these changes? Using the Lexicon Valley podcast’s Linguafile episodes as a model, prepare a 5-minute jing presentation (https://www.techsmith.com/jing.html) and post it to the UBlearns Discussion Board. Learning outcomes: 1-8.

- **Exercise #7 - NGrams (due Tuesday, December 8):** Using the the Google Ngram site, compare the prevalence of two or more phrases over time (e.g., “The United States of America is” vs. “The United States of America are”; “hispanic” vs. “latino” vs. “chicano”). How do these changes in usage reflect or fail to reflect broader changes in society? Using the Lexicon Valley podcast’s Linguafile episodes as a model, prepare a 5-minute jing presentation (https://www.techsmith.com/jing.html) and post it to the UBlearns Discussion Board. Learning outcomes: 1-8.

- **Final Project (15 points, due Wednesday, December 15 before 11:59 pm):** exploring some theme related to lexicography and/or modes of reference. Learning outcomes: 1, 2, 3, 4, 6, 7, 8. You have the choice of revising and expanding exercises #1-7 for inclusion in your E-Portfolio. The project may take various forms and need not be a written research paper. You will need to schedule a meeting with me on or BEFORE NOVEMBER 24 to explain
  - What you have already done;
  - What revisions and additions you plan to make;
  - A brief description of the major primary and secondary sources; and
  - Why you think this project is compelling.

Generally, students will select 1-3 primary sources and a similar (or greater number) of secondary sources. Primary sources include literary works, art, films, dictionaries, or other materials that lend themselves to close literary and historical analysis and interpretation. Secondary sources provide additional historical context for or theoretical insights into the primary sources. This project will be graded based on the following criteria:

  - Use of supporting evidence (5 points)
  - Originality of approach (3 points)
  - Depth of analysis (3 points)
  - All sources correctly cited (2 points)
  - Structure and Appropriateness of language and length (2 points)

- **Class participation (20 points):** students are expected to contribute to the class discussions and the running notes (see Exercise #1 above). Learning outcomes: 1, 2, 3, 4, 5, 6, 8. This includes bringing any assigned materials with you for class discussion. If you have difficulty with the format of participation, please discuss this with me at the beginning of the semester so that we make alternate arrangements. Please note:
  - Students may miss four class meetings (= two weeks) with no penalty and no questions asked. For each absence beyond the four permitted absences, two points shall be deducted from your class participation grade. Absences due to late registration are treated the same as other unexcused absences. This means if you have missed 6 days of class, your maximum class participation grade is 16; miss 7 classes, and your maximum grade is 14, etc. Late arrival in class may, at my discretion, be treated as half or full absences. If you anticipate missing or coming late to class, please email me as soon as possible to make alternate arrangements. There will be a limited number of opportunities to make up missed classes. Perfect attendance does not, however, guarantee a perfect class participation score.
Grading Policy

Final grades are based on the cumulative total of points earned through the semester (see Course requirements above) with letter grades awarded as follows:

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Quality Points</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80 - 82.9</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60 - 66.9</td>
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</tbody>
</table>

One point shall be deducted for the first calendar day an assignment is submitted past the due date. An additional two points (1+2) will be deducted for the second day. Three more points (1+2+3) will be deducted for the third day. That means if an assignment due on Monday is worth 10 points, a student who submits her assignment Wednesday (i.e., two days late) can expect a maximum possible score of no more than 7 of 10 possible points. No assignments will be accepted more than three days after the due date. For more information about UB's grading policies, please visit [http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml](http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml).

You may find the tables below helpful in keeping track of your grades through the semester:

<table>
<thead>
<tr>
<th>Think Question</th>
<th>TQ#1</th>
<th>TQ#2</th>
<th>TQ#3</th>
<th>TQ#4</th>
<th>TQ#5</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Points (Possible)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise</th>
<th>EX#1</th>
<th>EX#2</th>
<th>EX#3</th>
<th>EX#4</th>
<th>EX#5</th>
<th>EX#6</th>
<th>EX#7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points (Possible)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(10)</td>
<td>(50)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals</th>
<th>Think Questions</th>
<th>Note-taking Assignments</th>
<th>Exercises</th>
<th>Revised Exercise for E-Portfolio</th>
<th>Absences (&gt;4) = x</th>
<th>ExCr.: Syllabus Quiz, etc.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points (Possible)</td>
<td>(15)</td>
<td>(10)</td>
<td>(40)</td>
<td>(15)</td>
<td>(20 - 2x)</td>
<td>(100)</td>
<td></td>
</tr>
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</table>

Incompletes (I/IU)∗: A grade of incomplete (“I”) indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an “I” grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements.
that could result in a grade better than the default grade. An “I” grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an “I” grade and receive the instructor’s approval. Assignment of an “I” grade is at the discretion of the instructor. The instructor shall provide the student specification, in writing, of the requirements to be fulfilled. For more information about incomplete grades, please visit http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml#incomplete

**Academic Integrity**

Written components of the final project shall be submitted using the SafeAssign tool on the course UBlearns site in either MS Word (.doc/.docx) or rich-text (.rtf) formats. The University at Buffalo has clear guidelines concerning the academic integrity of its faculty and students. Students are advised to familiarize themselves with these policies. Any inclusion of the work of another that is not cited will be treated as plagiarism and will result in serious academic sanctions. These sanctions can include failure in the course and either suspension or expulsion from the University. For more information about what constitutes plagiarism and UB official policies, see http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml

**Accessibility Resources**

I am happy to make special testing or classroom accommodations, but please see me as soon as possible. Students with documented disabilities will be granted the accommodation to which they are entitled according to UB policy. If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 25 Capen Hall. Accessibility Resources can be reached by phone at (716) 645-2608 or by email at stu-accessibility@buffalo.edu. Please inform me as soon as possible about your needs so that we can coordinate your accommodations. For more information, see http://www.student-affairs.buffalo.edu/ods/request

**Attendance Policy**

Attendance and active participation are important to success in this course. Please be aware that the add/drop period for students has been shortened. The last day to add or drop a spring 2015 regular 15-week session class is Tuesday, September 8 by 11:59 p.m. The last day to resign a course for the fall 2015 semester is November 13, 2015. For more information about the financial impact of resigning a course please refer to http://studentaccounts.buffalo.edu/deadlines/failliability.php. Absences due to late registration are treated the same as other unexcused absences. Approval for non-emergency absences must be sought as soon as you know you may need it. A list of justifiable absences and guidelines for how to seek them are available in the “Class Attendance” section of the Course Catalog: http://undergrad-catalog.buffalo.edu/policies/course/attendance.shtml. Please consult http://emergency.buffalo.edu/campus-weather-alerts.html for information about cancellations or delays due to weather or other unforeseen events. For information about how class attendance affects your final grade, please visit the Class Participation section of the Course Requirements.

**Classroom Decorum**

All are welcome in this class, regardless of age, race, sexual orientation, gender identity, ability, ethnicity, or religion. I only ask that you keep an open mind towards the course materials and be tolerant and respectful of the opinions expressed by your fellow classmates.

We will be covering a wide range of materials, and it is essential that students complete assigned readings before class and actively participate in class discussions. If you fail to bring assigned materials to class, you may be
asked to retrieve a copy from the library. Permission to use computers and other electronic devices in class may be revoked if this privilege is abused.

University Support Services

I am happy to make special testing or classroom accommodations, but please see me as soon as possible. Students with documented disabilities will be granted the accommodation to which they are entitled according to UB policy. For more information, see http://www.student-affairs.buffalo.edu/ods/request. The Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success support and resources.

Course materials

Use of (*) indicates a text reproduced on the course UBlearns site. Please ensure that you have access to these materials in class. Either bring printouts (using your UB quota) or use a PDF reader on your computer or mobile device (I recommend Goodreader for iOS or Kami from the Chrome Web Store).

The following required books are available for purchase at the UB Bookstore (http://j.mp/RpNUZZ) next to The Commons (marked † below). Inexpensive used copies are also available from online retailers like Abebooks and Amazon:


I highly recommend that you purchase the following helpful and inexpensive text:


Please ensure that the editions you purchase match the ISBNs listed above. These texts are also available for 24-hour loan from the course reserve at Silverman Library. Please be considerate of your classmates when accessing these materials.

All students are encouraged to use reference management software. EndNote is available for free to registered University at Buffalo students through the Library website (http://library.buffalo.edu/libraries/endnote/). For a list of workshops on how to use EndNote, see http://libweb1.lib.buffalo.edu/events/. English and American Literature Librarian Laura Taddeo and Information Literacy Librarian Cindy Ehlers are happy to assist you should you have questions about library materials.

Class Schedule

**Tuesday, September 1**

- Online resources: maps, sources, languages
- Bibliographies and reference management software

**Thursday, September 3**

  - Chapter 1: “What Is a Dictionary?” pages 5-34
- Extra-credit quiz on syllabus
Exercise with grading rubric and sample papers

Orality and Memory

Tuesday, September 8

Exercise #1 - Dictionary Familiarization

- McArthur, *Worlds of Reference*
  - Chapter 1: “Knowing, referring and recording: storing information beyond the brain,” pages 3-8
  - Chapter 2: “Information and World 3: in the beginning was the Word,” pages 9-16

Thursday, September 10

- McArthur, *Worlds of Reference*
  - Chapter 3: “Containers of knowledge: the first reference technologies,” 19-23
  - Chapter 4: “Systems for knowledge: school and letter, book and library,” 24-31
- Plato, from *Phaedrus*

Tuesday, September 15

  - Chapter 3: “Some psychodynamics of orality,” pages 31-77 (available online as a free eBook: Try [http://j.mp/1gmXUpV](http://j.mp/1gmXUpV) or [http://j.mp/1NzIw8g](http://j.mp/1NzIw8g))
- In class:

Thursday, September 17

- Frances Yates, *The Art of Memory*
  - Chapter 1: “The Three Latin Sources for the Classical Art of Memory,” pages 1-26
  - Chapter 2: “The Art of Memory in Greece: Memory and the Soul,” pages 27-49
- In class
  - *Ajay Chand Nāmah* (1553)

Tuesday, September 22

Exercise #2 - Nisab

- McArthur, *Worlds of Reference*
  - Chapter 5: “The taxonomic urge: class, classic and classification,” 32-40
  - Chapter 6: “Missionaries and monasteries: reference and reverence,” 41-46
- In class: Peter Mark Roget, and Barnas Sears, *Thesaurus of English Words and Phrases: so classified and arranged as to facilitate the expression of ideas and assist in literary composition*, New American, from the 3rd stereotyped London ed., (Boston: Gould and Lincoln, 1855).
  - Selections

The Vernacular Millennium

Thursday, September 24

- McArthur, *Worlds of Reference*
  - Chapter 7: “Faith versus reason: summations of truth,” pages 49-56
  - Chapter 8: “The élites of knowledge: *universitas*,” pages 57-63
  - Chapter 9: “All knowledge for all men: the *omne scibile* and the printing press,” pages 67-73
**Tuesday, September 29**
- McArthur, *Worlds of Reference*†
  - Chapter 10: “Theme versus alphabet: the roots of lexicography,” pages 74-80
- In class:

**Thursday, October 1**

*Exercise #3 - Taxonomy*

- McArthur, *Worlds of Reference*†
  - Chapter 14: “Thematic lexicography: word order and world order,” pages 110-123

**Tuesday, October 6**
- McArthur, *Worlds of Reference*†
  - Chapter 11: “A blurring of languages: Latin and the vernaculars,” pages 81-89
  - Book 1, pages 3-45 (odd pages only)
  - Book 2, Chapter VII, pages 67-69 (odd pages only)

**Thursday, October 8**

**Tuesday, October 13**

**Thursday, October 15**

*Exercise #4 - New Words for New Things*


**Tuesday, October 20**
  - Required:
    - pages i-viii (“The chief features…” to “the native whom native word-worship will not allow to be a poet at all.”);
    - xii-xvii (“The sea of Indian dialects…” to “expressiveness of spoken Hindi.”); xiv (“All words belonging to the literary language…” to “rustics speaking different varieties of the
language.”); xx-xxii (“The difficulties attending the compilation of this work…” to end of Preliminary Dissertation)

Samuel Johnson

Thursday, October 22 (no class - WH at Conference)
 ● Begin reading Hitchings, Defining the World
    ○ “Adventurous” to “Decamp” pages 3-44

Tuesday, October 27
 ● McArthur, Worlds of Reference†
 ● Hitchings, Defining the World†
    ○ “Darkling” to “Library,” pages 45-111
 ● In class: Samuel Johnson, The Plan of a Dictionary of the English Language; addressed to the Right Honourable Philip Dormer, Earl of Chesterfield; One of His Majesty’s Principal Secretaries of State (London, 1747). http://j.mp/1K5NOpB

Thursday, October 29
 ● NB: class to be held in 108 Capen Hall
 ● Hitchings, Defining the World†
    ○ “Melancholy” to “Opulence,” pages 112-171
 ● In class: Samuel Johnson, A Dictionary of the English Language, 2nd ed (London: 1756). http://j.mp/1MD0LZX

Tuesday, November 3
    ○ Chapter 4: “Definition,” pages 120-173
 ● McArthur, Worlds of Reference†

Thursday, November 5
 Exercise #5 - The Perfect Dictionary Entry
 ● Hitchings, Defining the World†
    ○ “Pastern” to “Zootomy,” pages 172-259

Alphabetization, Literacy, and the Law

Tuesday, November 10
 ● McArthur, Worlds of Reference†
    ○ Chapter 15: “Alphabetic lexicography: the unendable dictionary.” pages 124-133
    ○ Chapter 16: “Universal education: dictionaries for the people,” 134-141
 ● Guest Lecture by Prof. Lisa Berglund (Buffalo State College): “Secular Bibles: Reader Annotations in Early American Dictionaries”

OED

Thursday, November 12
 ● Simon Winchester, The Professor and the Madman†
○ Chapters 1-3, pages 1-74

**Tuesday, November 17**  
○ Chapters 4-5, pages 75-114

**Thursday, November 19**  
○ Chapters 6-9, pages 115-187

**Tuesday, November 24**  

*Exercise #6 - Antedating*  
○ Chapters 10-11 + Postscript, pages 189-230

**Thursday, November 26: Thanksgiving Day (no class)**

**Tuesday, December 1**

● McArthur, *Worlds of Reference*†  
  ○ Chapter 17, “Semantic fields and conceptual universes: the unshapeable lexis,” pages 142-152  
  ○ Chapter 18, “Tension and trends: overt alphabet, covert theme,” pages 153-162

**Thursday, December 3**

● Jean-Baptiste Michel, et al., “Quantitative Analysis of Culture Using Millions of Digitized Books,” *Science* 331, no. 6014 (2011): 176–82. PDF available online at [http://www.sciencemag.org/content/331/6014/176.full.pdf](http://www.sciencemag.org/content/331/6014/176.full.pdf) or [http://j.mp/1Q6gLlW](http://j.mp/1Q6gLlW)

**Tuesday, December 8**

*Exercise #7 - NGrams*  
● Mike Vuolo and Bob Garfield, “Our Next Witness, Your Honor: The Dictionary,” Slate’s *Lexicon Valley*, [http://www.slate.com/articles/podcasts/lexicon_valley/2014/03/lexicon_valley_court_cases_in_which_the_dictionary_was_the_star_witness.html](http://www.slate.com/articles/podcasts/lexicon_valley/2014/03/lexicon_valley_court_cases_in_which_the_dictionary_was_the_star_witness.html)

**Thursday, December 10**  
● Final project workshop

*Final Project Due Wednesday, December 15 before 11:59 pm*