

Spectrum Program Session 2

Course Title: Etymology Honors: Law & Medicine

Course Description

The word “etymology” itself comes from the Greek, but the study of word origins takes us all over the world. Students in this linguistics class examine the history of words and their roots, particularly words commonly used in science, law and medicine. Learn when a word entered a language, from where it came, and how its form and meaning may have changed over time. Through word games, class discussions, independent and group study, students increase their vocabularies and reading comprehension as they gain a deeper understanding of language. This class is ideal for students interested in medicine or law.

Essential Questions

- What is etymology? Its practical and less evident uses?
- What is popular etymology and how does it interact with/affect research-based etymology? Why do popular etymologies emerge?
- What is the practical value of medical/legal etymology, and what are the important differences between the etymologies of the two disciplines?
- How are the histories of law and medicine connected to their terminology?

Outcomes

Upon successful completion of this course, students will:

- Be comfortable with using dictionaries and especially etymological dictionaries such as the OED
- Learn the meanings of affixes and roots commonly used in English as well as the meanings of words introduced through cultural and historical contexts.
- Have developed sufficient knowledge of word parts, as well as confidence, to be able to “translate” unfamiliar words with Greek and Latin etymologies
- Be able to differentiate words of Greek/Latin origin from words of Anglo-Saxon/Germanic/Scandinavian origin
- Gain insight into the lineage and the historical development of the English language as it is connected to the historical development of the disciplines of law and medicine
- Have strengthened reading comprehension abilities
- Be able to speak and write with a more sophisticated vocabulary, specifically of medical/scientific and legal words
- Develop a deeper understanding of English roots and their spellings by learning the Greek alphabet
- Find the study of English and foreign languages more enjoyable and manageable

Instructional Strategies

In this course, instruction will activate different learning styles through vocabulary games and activities that utilize aural, visual, and kinesthetic skills. We will also employ various modes of content/ question delivery and exploration: large group discussion, small group work and discussion, one-on-one tutorials, teacher lecture, student presentation. In-class writing (particularly narrative fictions that employ the words we’re studying) will provide one opportunity for tiered and accelerated instruction in that the demands of the assignment (length, number of words used, difficulty of words used, literality vs. figurativity) will be student-specific.

Resources and Materials

- **Books**

- a. Layman, Dale; Medical Terminology Demystified 2005, ISBN: 0071461043
- b. Morwood, James; Our Greek and Latin Roots 2008, ISBN: 9780521699990
- c. Course packet supplied by instructor
- **Web sites**
 - a. oed.com, the online version of the Oxford English Dictionary, accessed through the Northwestern Library website
 - b. perseus.tufts.edu, an online archive of many different ancient texts, including famous works from Greek and Roman literature, the Lewis and Short Latin dictionary, and the Liddell and Scott Greek Lexicon
- **Other Media**
 - a. Replace this text with information about media type, title, publisher and other relevant information. Use the return key to add a bullet point for additional entries.
- **Materials**
 - a. Dictionaries, notebooks, paper, pens/pencils supplied by students

Student Assessment

- **Pre-Assessment:** Pre-Assessment on day one will focus on determining each student's particular skills and knowledge base with regard to: vocabulary, word parts and terms (roots, prefixes, suffixes), general word origins, and dictionaries.
- **CTD Grading Scale**

A+	100-97%	A	96-93%	A-	92-90%
B+	89-87%	B	86-83%	B-	82-80%
C+	79-77%	C	76-73%	C-	72-70%
D+	69-67%	D	66-63%	D-	62-60%
F	below 60%				
- **Breakdown of Final Grade**
25% quizzes, 25% tests, 25% in-class and homework exercises, 25% discussion and presentation
- **Post-Assessment:** The post-assessment will be identical to the pre-assessment in format and question types, and will be used to determine how much progress students have made in terms of learning/understanding new vocabulary, word parts and terms, more specific knowledge of word origins, and dictionaries.

Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
Week 1: Introduction to Etymology and The Building Blocks of English Monday, July 18 AM	Introductions; Pre-assessment; What is Etymology and why study it	-Ice-breakers, classroom expectations -Pre-assessment -xkcd Comic and discussion: The merits of studying etymology	Pre-assessment (diagnostic)
Monday, July 18 PM	The Different Languages that Contributed to English	-Presentation on the lineage of English -Students take notes during presentation -Anglo-Saxon vs. Latin origin words	HW: Study for quiz, Read Units 1-3 (p.3-20) in "Our Latin Roots," answer questions provided by instructor
Tuesday, July 19 AM	Using an Etymological Dictionary; Word Parts and Word Building from Latin	-HW Check, discuss answers to questions -Introduction to the OED -Words of Latin origin	Quiz 1: The Lineage and History of English

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Tuesday, July 19 PM	Greek words/parts in English, the Greek Alphabet	<ul style="list-style-type: none"> -Dinosaur Comic, The etymology of Utopia -Introduction to the Greek alphabet -Aural and visual exercises to learn the letters -Word part scramble 	HW: Study for quiz; Read Units 4-5 (p.21-33) in “Our Latin Roots” and answer questions provided by instructor
Wednesday, July 20 AM	Common Prefixes and Suffixes	<ul style="list-style-type: none"> -HW Check, discuss answers to questions -Class compiles as many prefixes as possible with their meanings and origin -Students work in groups to brainstorm suffixes, share them with class 	Quiz 2: The Greek Alphabet, Word Parts
Wednesday, July 20 PM	Common Roots	<ul style="list-style-type: none"> -Frequently used roots from word lists and students’ reading and knowledge -Each student selects a root and must form three words using that root; the student then prepares and gives a brief presentation on the parts and meaning of the three words 	HW: prepare flashcards, study for quiz, read article “Popular Etymology and answer questions provided by instructor
Thursday, July 21 AM	Popular and False etymologies	<ul style="list-style-type: none"> -HW Check, discuss answers to Article “Popular Etymology” -Poem “False Etymology” and discussion -Dinosaur Comic, The Etymology of Woman 	Quiz 3: Prefixes, suffixes, and roots
Thursday, July 21 PM	False etymology continued	<ul style="list-style-type: none"> -Discussion: Why do false etymologies appear? -Students work in groups and use their dictionaries/instructor materials to select at least three words with interesting etymologies. False etymology quiz game 	HW: Study for test 1
Friday, July 22 AM	Wrapping up week 1: Etymologies of everyday things and unusual words	<ul style="list-style-type: none"> -Each group is assigned one of three articles (“An Owl Howled,” “Etymology of the Weed,” and “Hammocks and Cannibals”) to read, discuss in their small group, and give a brief presentation to the class 	Test 1
Friday, July 22 PM	Medicine in the Ancient Greek World	<ul style="list-style-type: none"> -Presentation and Introduction to Week 2 -Students take notes on presentation -What elements of an ancient “hospital” could improve modern hospitals and why? Why do you think they are missing? 	HW: Read Unit 6 “Our Greek and Latin Roots,” answer questions provided; read Ch.1 “Medical Terminology” and take quiz at the end of the chapter
Week 2: Medicine and its Terminology Monday, July 25 AM	Anatomy, Anesthesia and Surgery	<ul style="list-style-type: none"> -HW Check -Each student selects one topic from ch.2-11 for presentations on Thur. -Discussion: What was surgery like in the “old days”? What kinds of anesthesia did people have access to? -Read excerpt from Roald Dahl’s “Boy” -Class reading time ch. 2, compile important words 	

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Monday, July 25 PM	Diseases and Therapy	-What makes us sick and how do we know? -Compile types of therapy in small groups, combine into class word list, discuss roots and meanings -Therapy Case study and discussion -Daily Review: Hangman	HW: (Students should make/review flashcards of new words every day) Fill in summary tables for chapters covered, may take practice quiz to prepare for quiz
Tuesday, July 26 AM	Cells and Body Defense	-HW Check -Dinosaur comic: diagnosis -Tools for diagnosis -In groups students compile a list of symptoms, classmates must decide what tools to use and guess the ailment	Quiz 4
Tuesday, July 26 PM	Bones and Muscles	-how many bones can we name as a class? -fill in skeletal diagram -What can go wrong with your bones? p.167-170 and fill in table -How many muscles can we name? -Daily Review: Bingo	HW: Summary tables, study for quiz
Wednesday, July 27 AM	Circulatory and Respiratory Systems	-Parts of the circulatory system and their word origins -Maladies of the circulatory system: Case History -Respiratory system: labeling the respiratory tract -Common respiratory problems	Quiz 5
Wednesday, July 27 PM	Glands and Skin Nervous System	-Students break into groups to prepare to teach the class the parts of the skin or different glands -Nervous system: Video on TED- Jill Bolte Taylor's Stroke of Insight; students write down new/important words -Daily Review: Jeopardy	HW: Get ready for presentations!
Thursday, July 28 AM	Digestive Tract	-Organs of the digestive tract -Class reading: Window on the stomach -Students work in groups to find meanings of words on p. 343 and explain their parts to the class	Student Presentations
Thursday, July 28 PM	Finish Digestive Tract (after lunch!) Review (Words from Mythology and History- time permitting)	-Continue digestive tract activities -History of childbirthing practices and the discovery of handwashing -Review for Test: students work in groups to select 10 hardest words and write a story using them	HW: Study for test (can use test in book as a practice test)
Friday, July 29 AM	Wrapping up Week 2	-Debriefing on medical terminology	Test 2
Friday, July 29 PM	The Ancient Origins of Law	-Presentation, Introduction to Week 3 -Students take notes during presentation -Discussion: it is important that the legal profession have its own specific vocabulary	HW: Learn meanings and study word lists 1 and 2

Date	Topic(s)	In-class Activities	Assignments/Assessments
Week 3: Law and its Terminology Monday, August 1 AM	Oldest law words	-Watch scene from “Chicago” and Discussion: The legal profession is helpful and necessary for society -Review word list 1, discuss origins	
Monday, August 1 PM	Pure Latin law terms	-Review word list 2, discuss origins -Students write a court case using as many Latin law terms as possible	HW: Study for quiz
Tuesday, August 2 AM	Criminal Law	-Law and Order Arraignment scene, students write as many law words as possible and break into groups to research one word each -Scene from “To Kill a Mockingbird,” scene 7 and 8, students write down techniques used to question witness and any legal terminology, note how witness is sworn in	Quiz 7
Tuesday, August 2 PM	Courtroom communication	-Reading from “Legal Language” -Law and Order closing arguments excerpt/ OJ Simpson trial footage -Students prepare closing statements for mock case	HW: Finish closing statements, study
Wednesday, August 3 AM	Courtroom communication continued	-Students give closing statements -watch glove excerpt from OJ trial	Quiz 8
Wednesday, August 3 PM	Civil Law	-Judge Judy Shortest case, students write down legal terminology -Read civil case from 1341 in “Legal Language” p.149 -What are the similarities and differences? -Intro to Scopes Monkey Trial, clip of Spencer Tracy’s speech in “Inherit the Wind” -Compile other civil law terminology, students chose words to present in groups	HW: find at home or around the university a warning label on a common item, study
Thursday, August 4 AM	Wills and warnings	-Students read example modern will, pull out key language -Discuss the importance of wills -Warning labels on common products, importance of language used, discussion: are they necessary? -Students write a warning label for a commonly used item	Quiz 9
Thursday, August 4 PM	Reforming Legal Language	-Different attempts to reform legal language -Watch excerpt from “Chicago” and answer questions -Discussion: Lawyers should not be allowed to use “legalese” when talking to/writing for regular people	HW:
Friday, August 5 AM	Wrapping up the course	-Course Debriefing	Test 3 (Final)
Friday, August 5 PM	Parent-Teacher Conferences		

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.

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