CLAS 126: Medical Word Formation and Etymology

# Spring, 2021

TR 5:00 – 6:15 PM

# Instructor

Dr. John Esposito

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Office Hours: ????

# Course Goals

Words point to, often encode, and sometimes resemble things. A *technical term*, or *term of art* (from Greek *tekhne*: art, craft, skill) signifies things through the highly focused lens of a specific art. The art (*tekhne*) whose language this class will consider is the art of healing. And it so happens that much of the specific art of healing now taught in European and American medical schools was first written down in languages other than English (mainly Greek, Latin, and Arabic). The technical terms that millennia of physicians assembled from building blocks in these languages (in a written tradition that starts with Greek) are the linguistic lenses that this course aims to help you see through clearly.

By the end of this term, if we’ve all done our jobs, students will:

1. know the etymologies (‘true meanings’ – a problematic term that we will discuss) of hundreds of technical terms of the modern medical arts
2. be able to analyze (‘break up’ – yes that’s the same ‘lyze’ as in *lysis*, the breaking-up of cells) thousands of unfamiliar English words into Greek and Latin (and occasionally other) roots, where linguistically appropriate, even if the word has does not have a technical medical sense

# Text

McKeown, J.C. and Smith, J. 2016. *The Hippocrates Code: Unraveling the Ancient Mysteries of*

*Modern Medical Terminology.* Indianapolis: Hackett Publishing.

Note: *all* required readings are from this book, and we will be reading *almost all* the book. This is *the* *biblion* (Greek for ‘book’; possibly related to *papyrus* (b->p, r->l) but nobody knows for sure) for this course.

# Grading

|  |  |
| --- | --- |
| 3-6 pop quizzes | 10% of final grade total |
| 1 research contribution | 10% of final grade total |
| 2 midterm exams | 40% total (20% each) of final grade |
| 1 final exam | 40% of final grade |

## About the research contribution:

Briefly, the assignment will be something like: *Find a medical term, in current medical use, that does not appear in our textbook. Write 1000 words explaining its history and meaning: what roots make it up, when it was first used, and how its usage has changed over time. You will be graded on use of evidence, comprehensiveness (within the space permitted), and accuracy insofar as this can be known. For example, if you find different linguists that offer contradictory arguments, you must judge one position most likely and present your reasons for doing so.* More details, including a grading rubric, will be shared during the semester.

## About all exams:

Exam answers may require information not included in the textbook. No prior knowledge of medical terminology or historical linguistics will be assumed. Some skill required to score well on the exams (i.e. beyond memorization) will be needed to answer some exam questions. If you did nothing but memorize the textbook perfectly, then you will be able to answer some, but not all, exam questions correctly. If you also understand the textbook (as a student of historical linguistics and the history of medicine would), then you will do splendidly (from Latin *splendere*, ‘shine’, possibly from a Proto-Indo-European root that means ‘to be blindingly obvious’).

## About the midterm exams:

Midterms are cumulative. That is, any material covered in the course by the date of any midterm may appear on that midterm.

## About the final exam:

The final exam is also cumulative. That is, any material covered in the course may appear on the final exam.

## Grading scale:

|  |  |  |  |
| --- | --- | --- | --- |
| 97-100 % A+  93-97% A  90-92% A- | 87-89% B+  83-86 B  80-82 B- | 77-79% C+  73-76 C  70-72 C- | 67-69 D+  63-66 D  60-62 D-  Below 60 F |

# University of North Carolina at Chapel Hill Information for Undergraduate Classes Fall 2021

## Attendance Policy

**University Policy:** No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).

## Honor Code

All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the honor code, please see me or consult [honor.unc.edu](https://studentconduct.unc.edu/).

## Mask Use (In-Person Instruction Modes)

This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community—your classmates and me–as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](https://carolinatogether.unc.edu/).

## Acceptable Use Policy

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill [Information Technology Acceptable Use Policy](https://unc.policystat.com/policy/6875241/latest/), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website “[Safe Computing at UNC](https://safecomputing.unc.edu/)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

## Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

## Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim–[titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

## Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://unc.policystat.com/policy/4467906/latest/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](https://safe.unc.edu/)) or the [Equal Opportunity and Compliance Office](Equal%20Opportunity%20and%20Compliance%20Office), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

## Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

## Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

## Learning Center

The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.

## Writing Center

The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up as appointment on their website: <http://writingcenter.unc.edu>.

## Grade Appeal Process

If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the [Academic Advising Program](https://advising.unc.edu/faqs/academic-difficulty-appeals/) website.

**CLAS 126 Fall 2021 Schedule**

|  |  |  |
| --- | --- | --- |
|  | Date | Topic. *What to Memorize/Do* |
| R | 8/19 | A History of English; Parts of Speech. *Read syllabus carefully.* |
| T | 8/24 | Chapter I. *Learn all roots in the chapter tables.* |
| R | 8/26 | Chapter II. *Learn all roots in the chapter tables.* |
| T | 8/31 | Chapter III. *Learn all roots in the chapter tables.* |
| R | 9/2 | Review 1 (pp. 36-38). *Do Exercises I, II, III, V and check your answers in the answer key.* |
| T | 9/7 | Chapter IV. *Learn all roots in the chapter tables.* |
| R | 9/9 | Chapter V. *Learn all roots in the chapter tables.* |
| T | 9/14 | Chapter VI. *Learn all roots in the chapter tables.* |
| R | 9/16 | Review 2. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| **T** | **9/21** | **MIDTERM EXAM 1** |
| R | 9/23 | Chapter VII. *Learn all roots in the chapter tables.* |
| T | 9/28 | Chapter VIII. *Learn all roots in the chapter tables.* |
| R | 9/30 | Chapter IX. *Learn all roots in the chapter tables.* |
| T | 10/5 | Chapter X. *Learn all roots in the chapter tables.* |
| R | 10/7 | Review 3. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| T | 10/12 | Chapter XI-XII. *Learn all roots in the chapter tables.* |
| R | 10/14 | Chapter XIV. *Learn all roots in the chapter tables.* |
| T | 10/19 | Review 4. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| **R** | **10/21** | **NO CLASS – FALL BREAK** |
| T | 10/26 | Chapter XV-XVI. *Learn all roots in the chapter tables.* |
| R | 10/28 | Chapter XVII-XVIII. *Learn all roots in the chapter tables.* |
| T | 11/2 | Review 5. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| **R** | **11/4** | **MIDTERM EXAM 2** |
| T | 11/9 | Chapter XIX-XXI. *Learn all roots in the chapter tables.* |
| R | 11/11 | Review 6. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| T | 11/16 | Chapter XXII-XXIV. *Learn all roots in the chapter tables.* |
| R | 11/18 | Review 7. *Do Exercises I, II, III, V and check your answers in the answer key.* |
| T | 11/23 | GENERAL REVIEW |
| R | 11/25 | NO CLASS – THANKSGIVING |
| T | 11/30 | GENERAL REVIEW |
| **R??** | **???** | **FINAL EXAM** |