

**Kingdom of Saudi Arabia**  
**The National Commission for Academic Accreditation & Assessment**

**COURSE SPECIFICATION**

**ENG 492**  
**History of the English Language**

**November**  
**2010**

## Course Specification

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| Institution: <b>King Saud University</b>  |
| College/Department : <b>College of Arts/Department of English Language and Literature</b> |

### A Course Identification and General Information

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| 1. Course title and code: <b>History of the English Language - ENG 492</b>  |
| 2. Credit hours: <b>3</b>   |
| 3. Program(s) in which the course is offered.<br>(If general elective available in many programs indicate this rather than list programs)<br><b>B.A. in English</b> |
| 4. Name of faculty member responsible for the course:<br><b>Prof. Norice Methias</b>  |
| 5. Level/year at which this course is offered:<br><b>Seventh or Eighth Level (Elective)/Fourth Year</b>   |
| 6. Pre-requisites for this course (if any):<br><b>ENG 222</b>   |
| 7. Co-requisites for this course (if any):  |
| 8. Location if not on main campus:  |

### B Objectives

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| 1. Summary of the main learning outcomes for students enrolled in the course.<br><b>Students should be able to:</b> <ol style="list-style-type: none"><li>1. Demonstrate knowledge of the Indo-European family of languages and of all the historical events that had a bearing on the development of the English language in all the periods</li><li>2. Demonstrate knowledge of spelling, pronunciation, syntax and vocabulary of Old English</li><li>3. Demonstrate knowledge of alterations in spelling and pronunciation and of the syntax of the Middle English period</li><li>4. To translate short extracts (paragraph) of Old English and Middle English texts.</li><li>5. Demonstrate knowledge of Early Modern English era with a particular emphasis on the Great Vowel Shift</li></ol> |
| 1. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field) <ol style="list-style-type: none"><li>2. Increased use of IT or web-based reference material such as gathering web material on Geoffrey Chaucer and Beowulf</li><li>3. Answer plenty of exercises from the exercise book</li><li>4. Use Web-CT for uploading material</li><li>5. Use of <a href="http://www.wiki.com">www.wiki.com</a></li><li>6. Include e-books</li></ol>   |

### C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

This is an introductory course that provides fairly substantial knowledge about how historical events in England have affected and caused changes in the language throughout different periods; Old English, Middle English and Early Modern Era. The course is bifocal. First, there is a review of the political, social and intellectual factors that have determined the development of language in each period. Then, a close study of the internal structure of language in each is made. The course covers both historical events as well as language development.

| 1 Topics to be Covered   |                |   |                |
|--|----------------|---|----------------|
| Topic  |                | No of Weeks                             | Contact hours  |
| 1. Introduction + Very brief view of Non Indo-European Languages: Semitic & Hamitic  |                | 1                                       | 2              |
| 2. Indo-European Family of Languages: With specific emphasis on centum languages + Answer Exercises  |                | 1                                       | 2              |
| 3. Old English Historical Events: Roman & Germanic invasions of England, Anglo-Saxon civilization and dialects of Old English + Answer exercises |                | 2                                       | 4              |
| 4. Aspects of the Language of Old English: Spelling and Pronunciation  |                | 1                                       | 2              |
| 5. Aspects of the Language of Old English: Syntax and translation + Practice   |                | 1.5                                     | 3              |
| 6. Beowulf   |                | 0.5                                     | 1              |
| 7 Historical Events of the Middle English Period between 1066 - 1500   |                | 2                                       | 4              |
| 8. Aspects of the language of the Middle English Period + Answer Exercises   |                | 2.5                                     | 5              |
| 9. Chaucer as a prominent literary figure of the Middle English period   |                | 0.5                                     | 1              |
| 10. Early Modern English Period (with particular emphasis on the Great Vowel Shift) + Answer Exercises   |                | 1                                       | 2              |
| 2. Course components (total contact hours per semester):   |                |   |                |
| Lecture: 26 hours<br>2 hours In-Terms  | Tutorial: None | Practical/Fieldwork/Internship:<br>None | Other:<br>None |

7. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)  
Approximately 20 hours. Students are strongly encouraged to read David Crystal's *The Stories of English* (2004) as an essential reference.

#### 4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

#### a. Knowledge

- (i) Description of the knowledge to be acquired: A student acquires knowledge about the history of England as well as the development of its language. This course acquaints the student with the social political and cultural factors that have caused changes in language development. They are taught how to trace sound as well as morphological changes. They are taught to relate political events to language change.
1. Knowledge of the (Non) Indo-European family of languages.
  2. Knowledge of the historical events of Roman and Germanic invasions of England, Anglo-Saxon civilization, and dialects of Old English
  3. Knowledge of spelling and pronunciation of Old English
  4. Knowledge of paradigms of nouns, adjectives and personal pronouns i.e. syntax as well as vocabulary of Old English
  5. Knowledge of Beowulf as an outstanding literary figure of the Old English period.

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| 6. Knowledge of historical events pertaining to the Norman Conquest between 1066 & 1200.<br>7. Knowledge of historical events that led to the Re-Establishment of English from 1200 to 1500.<br>8. Knowledge of alterations in spelling and pronunciation of the Middle English period.<br>9. Knowledge of the syntax of the Middle English period.<br>10. Knowledge of Geoffrey Chaucer as a main literary figure of the Middle English period<br>11. Knowledge of aspects of the language of Early Modern English with a particular emphasis on the Great Vowel Shift |  |
| (ii)  | Teaching strategies to be used to develop that knowledge: Lecturing. And thorough language analysis of the various periods.<br>1. Lectures<br>2. Class discussion<br>3. In-class exercises<br>4. Collaborative learning/Team work  |
| (iii)   | Methods of assessment of knowledge acquired:<br>1. Midterms<br>2. Final exams  |
| <b>b. Cognitive Skills</b>  |  |
| (i)   | Cognitive skills to be developed :<br>1. The ability to translate a very short extract (paragraph) of an Old English text<br>2. The ability to translate a very short extract (paragraph) of a Middle English text<br>3. The ability to draw comparisons; detecting development<br>4. The ability to apply knowledge attained in one field of knowledge, i.e. phonology to another to unravel truths etc...<br>6. the ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument   |
| (ii)  | Teaching strategies to be used to develop these cognitive skills:<br>1. Lecturing<br>2. In-class exercises<br>3. Discussion<br>4. Applying information acquired to appropriate texts particularly in translating extracts of old texts.  |
| (iii)   | Methods of assessment of students cognitive skills:<br>1. Class participation<br>2. In-class performance when doing exercises.<br>3. Translating of texts from old English and middle English periods<br>3. Research paper   |
| <b>c. Interpersonal Skills and Responsibility</b>   |  |
| (i)   | Description of the interpersonal skills and capacity to carry responsibility to be developed:<br>1. Private independent reading is used as a device to develop responsibility. Students are requested to read the chapter before it is explained in class.<br>2. Students are expected to comment, ask and sound opinion.<br>3. Students should be encouraged to complete both reading and writing assignments in due time. This gives evidence of their responsibility.<br>4. Students could be encouraged to act responsibly and ethically in carrying out research particularly in avoiding plagiarism.   |
| (ii)  | Teaching strategies to be used to develop these skills and abilities:<br>1. Incorporating teaching of basic metacognitive strategies of time management, self-monitoring and evaluation<br>2. Giving students course description and outline with dates of midterm exams to help them organize their study time and prepare for exams from week one.<br>3. Discussions with students on their background knowledge needed to proceed with this course.<br>4. Individual counseling on areas of concern to the student during office hours.<br>5. In-class participation where much of the most effective learning comes from students explaining and |

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| discussing and defending their ideas.   |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility<br>1. Active class participation reflects the students' ability to keep up with the reading schedule. It also reflects the student's willingness to learn and positive attitude towards the course.<br>2. Research papers will attest to the student's ability to fulfill assignments and respect dead lines.<br>3. Performance on midterms and final exams are evidence of students' ability to recollect and synthesize information |
| <b>d. Communication, Information Technology and Numerical Skills</b>  |
| (i) Description of the skills to be developed in this domain.<br>Students will be able to use:<br>1. the internet to download information<br>2. available web links for practice<br>3. the internet to communicate with the teacher.  |
| (ii) Teaching strategies to be used to develop these skills<br>1. Encourage students to make extensive use of material on the web<br>2. Encourage students to consult the specialist in the computer lab for help on web-based material<br>3. Encourage students to make use of PowerPoint when giving presentations  |
| (iii) Methods of assessment of students numerical and communication skills<br>1. Assignments<br>2. Research paper<br>3. Class discussions   |
| <b>e. Psychomotor Skills (if applicable)</b>  |
| (i) Description of the psychomotor skills to be developed and the level of performance required<br>Not Applicable   |
| (ii) Teaching strategies to be used to develop these skills<br>Not Applicable   |
| (iii) Methods of assessment of students psychomotor skills<br>Not Applicable  |

| 5. Schedule of Assessment Tasks for Students During the Semester |   |                          |                                |
|--|---|--------------------------|--------------------------------|
| Assessment   | Assessment task (e.g. essay, test, group project, examination etc.) | Week due                 | Proportion of Final Assessment |
| 1  | 1 <sup>st</sup> midterm   | End of week 7 (after OE) | 15%                            |
| 2  | Papers and Presentations  | Week 8                   | 10%                            |
| 3  | 2 <sup>nd</sup> midterm   | 12                       | 15%                            |
| 4  | Weekly Quizzes and written assignments                              | throughout               | 20%                            |
| 5  | Final   | End of term              | 40%                            |

#### **D. Student Support**

Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)Teacher is available 6 office hours weekly. Students, however, pop in whenever it's convenient on an informal basis.

#### E. Learning Resources

##### 1. Required Text(s)

A. Baugh & T. Cable. (2010) *A History of the English Language* Routledge and Kegan Paul (Chapters 3,5 &6)

T. Cable. (2002). *A Companion to Baugh and Cable's History of the English Language*. Routledge and Kegan Paul

##### 1. Essential References

David Crystal (2004) *The Stories of English* The Overlook Press

Charles Barber (2009) *The English Language: A Historical Introduction*

##### 3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

##### 4- Electronic Materials, Web Sites etc

##### 5- Other learning material such as computer-based programs/CD, professional standards/regulations Signed Student Code of honor explained during student orientation to university to protect against plagiarism

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

##### 1. Accommodation (Lecture rooms, laboratories, etc.)

**Lecture rooms large enough to hold 30 – 40 students**

##### 2. Computing resources

**Laptop computer – projector system**

##### 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

**None**

#### G. Course Evaluation and Improvement Processes

##### 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

End of term evaluation of course by students (administered by the department)

##### 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department :

End of term evaluation of instructor by students (administered by the department)

##### 3 Processes for Improvement of Teaching: Regular meetings are suggested so that teachers can talk over their experience. Training courses for the teachers. Watching video tapes of other Faculty teaching the same courses abroad.

###### 1. Training sessions

###### 2. Workshops to facilitate the exchange of experiences amongst faculty members

###### 3. Regular meetings where problems are discussed and solutions given

###### 4. Discussion of challenges in the classroom with colleagues and supervisors

###### 5. Encouragement of faculty members to attend professional development conferences

###### 6. Keep up to date with pedagogical theory and practice

###### 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

##### 4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

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| <ol style="list-style-type: none"><li>1. Check marking of a sample of examination papers either by a resident or visiting faculty member</li><li>2. Students who believe they are under graded can have their papers checked by a second reader</li></ol>  |
| <p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ol style="list-style-type: none"><li>1. Compare syllabi and course description with other universities (including those on the net).</li><li>2. Bi-annual meetings of faculty members to discuss improvement.</li><li>3. Have a curriculum review committee to review the curriculum periodically and suggest improvements.</li></ol> |