

COURSE PROGRAM

Academic Year: 2020/2021

Identification and characteristics of the course			
Code	500637	ECTS credits	6
Name of module (Spanish)	Historia de la Lengua Inglesa I		
Name of module (English)	History of English I		
Degree	Filología Inglesa		
School	Facultad de Filosofía y Letras		
Semester	6		
Type of subject	Compulsory		
Subject block	Estudio Diacrónico de la Lengua Inglesa		
Tutor			
Name of tutor	Office number	Email	web
Carolina P. Amador Moreno y Bernardo Santano Moreno	218 216	camador@unex.es santano@unex.es	Carolinaamadormoreno.weebly.com
Area	English		
Department	Filología Inglesa		
Coordinator (if more than one)	Carolina P. Amador Moreno		
Competencies*			
<p>COMPETENCIES BASIC AND GENERAL</p> <p>Students should develop the following skills:</p> <p>CG2 - Research skills.</p> <p>CG5 - Ability to compare, relate and articulate information in order to apply it to different situations.</p> <p>CG6 - Ability to reflect critically and personally, including making decisions that lead to the solution of problems.</p> <p>CG8 - Ability to work autonomously.</p> <p>CG9 - Ability to work in an international context.</p> <p>CG10 - Ethical commitment.</p> <p>CB3 - Students should acquire the ability to collect and interpret relevant data (usually within their area of study) in order to create opinions that include a reflection on relevant social, scientific or ethical issues.</p> <p>CB4 - Students should be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.</p>			

* The sections concerning competencies, course outline, educational activities, teaching methodologies, learning outcomes and assessment systems must conform to that included in the ANECA verified document of the degree program.

TRANSVERSAL

CT1 - Capacity for analysis and synthesis.

CT10 - Creative capacity, initiative and self-motivating spirit.

CT2 - Time planning and management.

CT5 - Ability to learn autonomously to a sufficient degree in order to undertake higher education and to continue a training process during active work life.

CT6 – Team work capacity, both disciplinary or interdisciplinary.

CT7 - Leadership capacity.

CT8 - Project design and management.

CT9 – Perlocutionary communication capacity, in order to transmit information, ideas, problems and solutions within its area of competence to both specialized and non-specialized individuals.

SPECIFICS

CE5 - Knowledge of the internal and external historical evolution of the English language.

CE13 - Knowledge of the techniques and methods of linguistic analysis.

CE14 - Theoretical and applied knowledge of language planning models and techniques.

CE15 - Knowledge of specific tools, programs and computer applications.

CE16 - Knowledge of terminology and neology.

CE20 - Ability to communicate in English both orally and in the written form.

CE21 - Ability to communicate and teach the knowledge that has been acquired.

CE25 - Ability to carry out linguistic analysis and commentaries.

CE26 - Ability to critically evaluate the style of a text and to formulate alternative proposals.

CE27 - Ability to receive, understand and transmit scientific production in the language which is studied.

CE29 - Ability to interrelate the different aspects of Philology.

CE30 - Ability to relate philological knowledge with other areas and disciplines.

CE35 - Ability to develop team-work spirit and debate.

CE36 - Ability to learn and use verbal resources in the communicative process.

CE37 - Receptive, critical and tolerant attitude towards different approaches and opinions.

Contents

This course aims to provide a general introduction to some of the central topics in the History of the English language, from the EModE period to the present. The module will explore different aspects of the relationship between language and society in its historical context. It will start with a brief description of the history of English: from Anglo-Saxon Britain to the Early Modern period. Topics covered in the following units will include Humanism, world discoveries and the vocabulary of English; extensive borrowing from languages of learning (Latin and Greek) and other languages; phonological changes in the ModE period (the Great Vowel Shift); sociolinguistic attitudes towards the language in the 18th century; the attempts to fix the language and the recording of English in grammars and dictionaries; the formation of other varieties of English, and the situation of English today.

Students are expected to achieve a global understanding of the topics dealt with in class.

Given that the course is compulsory, special emphasis will be placed on the global understanding of the topics dealt with in each unit.

Course syllabus

Name of Lesson 1: General introduction. From Anglo-Saxon Britain to the Early Modern period.

Contents of Lesson 2: Historical relationship of English and other Germanic languages, the coming of the English, divisions of Old English, The structure of Old English, Literature and society in the Old English period

Description of the practical activities of lesson 1: Analysis of linguistic and literary documents from the period

Name of lesson 2: Middle English.

Contents of lesson 2: The Anglo-Norman period, transition of Old to Middle English, French influence on Middle English, Spelling practice in Middle English, The Great Vowel Shift and English pronunciation, Literature during the Middle English period, Religious writings in the Middle English period, the age of Chaucer; Chaucer's major works

Description of the practical activities of lesson 2: Analysis of linguistic and literary documents from the period

Name of lesson 3: From Middle English to Modern English.

Contents of lesson 3: The rise of a written standard & the words, sounds, constructions and inflections of EModE and ModE.

Description of the practical activities of lesson 3: Analysis of linguistic and literary documents from the period

Name of lesson 4: The age of prescriptivism.

Contents of lesson 4: Authority, ascertainment and the social, linguistic and philosophical reasons behind the rise of prescriptivism. 18th century grammarians and dictionaries.

Description of the practical activities of lesson 4: Analysis of linguistic and literary documents from the period

Name of lesson 5: The rise of Standard English.

Contents of lesson 5: The status of Standard English in the British context and the idea of Standard English in the present context. World Englishes and other standards.

Description of the practical activities of lesson 5: Analysis of linguistic and literary documents from the period

Educational activities *

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	30	9				3		18
2	30	9				3		18
3	30	9				3		18
4	29	8				3		18
5	29	8				3		18
Assessment **	2							
TOTAL	150	43				15		90

L: Lectures (100 students)
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (30 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies*

Three lectures per week, and one weekly seminar which will be run as hands-on sessions, some of which will take place in the lab. The two tutorials at the start and at the end of the semester will be devoted to explaining how the module works and to exam preparation respectively.

Learning outcomes *

Expected learning outcomes:

- A more detailed descriptive analysis of the English language.
- An overview of different varieties of English.
- General knowledge of internal and external historical evolution of the English language.
- The ability to communicate and use the knowledge acquired.
- The ability to locate, use and synthesize bibliographic information.
- The ability to identify, manage and use the information retrieved from databases and other computer tools and the Internet

Assessment systems *

Assessment for this module will be based on 1) continuous assessment, based on the percentages below, or 2) a final exam (100%). The continuous assessment system involves a final evaluation at the end of the course that counts towards 70% of the final mark; oral participation, the submission of class exercises, oral and written tasks (15%), and class attendance and participation (15%). Given that assessment will also be based on class work, students should note that attendance for this subject is an important contribution to successful learning, which can affect the achievement of learning outcomes.

REPEAT exams:

Students who did not complete the 15%+15% +70% based on the activities that are

** Indicate the total number of evaluation hours of this subject.

evaluated throughout the course will have to do a final exam, which will include the entire syllabus. In such cases, the examination will be worth 100% of the final grade. Students will be given access to past exam papers from the start of the course, in order to get an idea of the written exam format.

The assessment should allow students to demonstrate a) their analytic and argumentative skills, using correct written English; b) their understanding of the major changes affecting the development of the English language; c) their ability to analyse different texts and present their ideas in a clear and concise manner; d) their knowledge of the development of other varieties of English both within the British Isles and overseas; e) their ability to summarize; f) their ability to define key concepts.

Bibliography (basic and complementary)

Baugh, Albert C. (2005, 5th edition) *A History of the English Language*. London: Routledge & Kegan Paul.

Bailey, Richard W. (2015). *Speaking American. A History of English in the United States*. Oxford: Oxford University Press.

Brinton, Laurel J. and Leslie K. Arnovick (2011) *The English Language. A Linguistic History*. Oxford: OUP.

Crystal, David (1986) *The English Language*. Oxford: OUP.

Crystal, David (1997) *English as a Global Language*. Cambridge: CUP.

Culpeper, Jonathan (2005, 2nd ed.) *History of English*. London and New York: Routledge.

Freeborn, Dennis (1992) *From Old English to Standard English*. London: MacMillan.

Hogg, Richard (general ed.) 1992-2001. *The Cambridge History of the English Language. 6 volumes*. Cambridge: University Press:

- Hogg, Richard (ed.) 1992. *Vol. 1: The Beginnings to 1066*. Cambridge: University Press.
- Blake, Norman (ed.) 1994. *Vol. 2: 1066-1476*. Cambridge: University Press.
- Lass, Roger (ed.) 2000. *Vol. 3: 1476-1776*. Cambridge: University Press.
- Romaine, Suzanne (ed.) 1998. *Vol. 4: 1776-1997*. Cambridge: University Press.
- Burchfield, Robert W. (ed.) 1994. *Vol. 5: English in Britain and Overseas: Origins and Development*. Cambridge: University Press.
- Algeo, John (ed.) 2001. *Vol. 6: English in North America*. Cambridge: University Press.

Leith, Richard (1983) *A Social History of English*. London and New York: Routledge &

Kegan Paul.

Singh, Ishtla (2005) *The History of English. A Student's Guide*. London: Hodder Arnold

Svartvik, Jan and Geoffrey Leech (2006) *English. One Tongue, Many Voices*. London: Palgrave Macmillan.

Tieken-Boon van Ostade, I. (2009) *An Introduction to Late Modern English*. Edinburgh: Edinburgh University Press.

Other resources and complementary educational materials

<http://www.bl.uk/learning/langlit/changlang/across/languagetimeline.html>

<http://runic-dictionary.nottingham.ac.uk/faq.php>

<http://www.uni-due.de/SHE>

<http://image.ox.ac.uk/show?collection=corpus&manuscript=ms279b>

<http://library.wvstateu.edu/printouts/enghelweb.html>