

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Social history of the English language**
2. Course code: **15-HJA-US-11**
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 3**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 30 hours
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr hab. Marcin Krygier, prof. UAM, mkrygier@wa.amu.edu.pl (co-ordinator)
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):
 - (a) transmission of knowledge about the history of the English language from its Proto-Indo-European beginnings until the present day;
 - (b) development of the ability to view the history of the English language as a process shaped by multiple factors;
 - (c) development of the ability to communicate and work in a group
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): None.
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-HJA-US-01	identifies main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies	K_W01; K_W03; K_W06; K_W09;
15-HJA-US-02	identifies and interprets connections between linguistic and socio-historical phenomena	K_W07; K_U08
15-HJA-US-03	formulates and prepares spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research	K_W08; K_U04; K_U07; K_U11; K_U13; K_U15; K_U16; K_K05; K_K08

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Dates, methods, periodisation	15-HJA-US-01; 15-HJA-US-03
Proto-Indo-European and Proto-Germanic	15-HJA-US-01; 15-HJA-US-03
Old English language	15-HJA-US-01; 15-HJA-US-03
Anglo-Saxon society	15-HJA-US-02; 15-HJA-US-03
Language contact in the Anglo-Saxon period	15-HJA-US-02; 15-HJA-US-03
Middle English language	15-HJA-US-01; 15-HJA-US-03
Standardisation of Middle English	15-HJA-US-02; 15-HJA-US-03
Middle English multilingualism	15-HJA-US-02; 15-HJA-US-03
Early Modern English language	15-HJA-US-01; 15-HJA-US-03
Early Modern English enregisterment	15-HJA-US-02; 15-HJA-US-03

Early Modern English society	15-HJA-US-02; 15-HJA-US-03
Late Modern English language	15-HJA-US-01; 15-HJA-US-03
Late Modern English <i>ascertainment</i>	15-HJA-US-02; 15-HJA-US-03

5. Reading list:

- Barber, Charles Laurence. 1997. *Early Modern English*. Edynburg: Edinburgh University Press.
- Baugh, C.A. & Thomas Cable. 1993. *A history of the English language*. Oxon: Routledge.
- Fisiak, Jacek. 1995. *An outline history of English*. Poznan: SAWW.
- Hogg, Richard. 2002. *An introduction to Old English*. Edinburgh: Edinburgh University Press.
- Millward, Celia M. 1989. *A biography of the English language*. Fort Worth: Harcourt, Brace, Jovanowich.
- Nevalainen, Terttu. 2006. *An introduction to Early Modern English*. Edinburgh: Edinburgh University Press.
- Smith, Jeremy & Simon Horobin. 2002. *An introduction to Middle English*. Edinburgh: Edinburgh University Press.
- Tieken-Boon van Ostade, Ingrid. 2009. *An introduction to Late Modern English*. Edinburgh: Edinburgh University Press.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	x
Interactive lecture	x
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
Other (please specify) -	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	15-HJA-US-01	15-HJA-US-02	15-HJA-US-03			
Written exam						
Oral exam						
Open book exam						
Written test	x	x	x			
Oral test						
Test	X	X	X			
Project						
Essay						
Report						
Individual presentation	x	x	x			
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	15
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	15
	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
...		
Total hours		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5.0): Excellent knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; excellent competence in identifying and interpreting connections between linguistic and socio-historical phenomena; excellent communicative competence in formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.

Good plus (+db; 4.5): Very good knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; very good competence in identifying and interpreting connections between linguistic and socio-historical phenomena; very good communicative competence in formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.

Good (db; 4.0): Good knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; good competence in identifying and interpreting connections between linguistic and socio-historical phenomena; good communicative competence in formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.

Satisfactory plus (+dst; 3.5): Satisfactory knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; satisfactory competence in identifying and interpreting connections between linguistic and socio-historical phenomena; satisfactory communicative competence in formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.

Satisfactory (dst; 3.0): Basic knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; basic competence in identifying and interpreting connections between linguistic and socio-historical phenomena; basic communicative competence in

formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.

Unsatisfactory (ndst; 2.0): Unsatisfactory knowledge of the main characteristic features of respective periods in the history of the English language, in particular their central developmental tendencies; unsatisfactory competence in identifying and interpreting connections between linguistic and socio-historical phenomena; unsatisfactory communicative competence in formulating and preparing spoken and written analyses about the history of the English language, utilising recent theoretical and data-driven research.