

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: History of English
2. Course code: **15-** -HOE-EL-11 ([Link USOSWeb](#))
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, Interfaces, Technologies
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): **academic**
7. Year of studies (if relevant): 1st
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 30hrs
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: dr Justyna Rogos-Hebda (jrogos@amu.edu.pl)
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : partly (MS Teams & Moodle)

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims): To outline to the socio-linguistic background of historical changes in the English language; to introduce students to the basics of historical linguistics
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant) : English proficiency at C1 level
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

| 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 |
|-------------------------------------|--|--|
| EU_01 | knows where to find information about subsequent stages in the development of the English language and knows the basic tools and methods of historical linguistics | K_W01, K_W02, K_W03, K_W05, K_U02, K_U12 |
| EU_02 | Is able to point to historical and geographical conditioning for the contemporary variety of English and can name features of dialects, standards and varieties | K_W02, K_W03, K_W06, K_U07, K_U10, K_U11 |
| EU_03 | Can outline basic paths of development for individual subsystems of the English language | K_W02, K_W03, K_W06, K_U04, K_U10 |
| EU_04 | Can read sources critically and infer from | K_W05, K_W06, K_U02, K_U03, K_U04, K_U06, |

| | | |
|-------|--|--|
| | them about linguistic phenomena that affected English both in the synchronic and diachronic dimensions | K_U07, K_U10, K_U11, K_U13, K_U14, K_K04 |
| EU_05 | Can point to socio-cultural and ideological motivation for phenomena that shaped the language in the course of centuries | K_W06, K_U03, K_U07, K_U10, K_U11 |
| EU_06 | Is knowledgeable about the periodization of the English language and can assign specific texts to appropriate time periods | K_W02, K_W03, K_W06, K_U04, K_U10 |

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

| Course learning content: | Course learning outcome symbol(s) (EU) |
|---|--|
| TK_01 Data, methods and periodization | HOE_01, HOE_03, HOE_04, HOE_05, HOE_06 |
| TK_02 Proto-Indo-European and Proto-Germanic | HOE_01, HOE_02, HOE_03, HOE_04, HOE_05, HOE_06 |
| TK_03 Old English (language) | HOE_01, HOE_03, HOE_04, HOE_06 |
| TK_04 Old English (society) | HOE_01, HOE_03, HOE_04, HOE_05 |
| TK_05 Language contacts in the Old English period | HOE_01, HOE_02, HOE_04, HOE_05 |
| TK_06 Middle English (language) | HOE_01, HOE_03, HOE_04, HOE_05 |
| TK_07 Middle English (standardization) | HOE_01, HOE_03, HOE_05, HOE_06 |
| TK_08 Middle English multilingualism | HOE_01, HOE_03, HOE_05, HOE_06 |
| TK_09 Early Modern English (language) | HOE_01, HOE_02, HOE_05, HOE_06 |
| TK_10 Enregisterment in the Early Modern English period | HOE_01, HOE_02, HOE_03, HOE_05, HOE_06 |
| TK_11 Early Modern English society | HOE_01, HOE_03, HOE_05 |
| TK_12 Late Modern English | HOE_01, HOE_02, HOE_03, HOE_04, HOE_05, HOE_06 |
| TK_13 Prescriptivism | HOE_01, HOE_02, HOE_03, HOE_05, HOE_06 |

5. Reading list

- Algeo, John. 2004. *Problems in the origins and development of the English language* (5th edition). Wadsworth Publ.^[SEP]
- Beal, Joan C. 2010. *An introduction to Regional Englishes: Dialect variation in England*. Edinburgh: Edinburgh University Press.^[SEP]
- Crystal, David. 2005. *The stories of English*. NY: Overlook Press.^[SEP]
- Crystal, David. 2003. *The Cambridge Encyclopedia of the English language* (2nd edition). Cambridge: Cambridge University Press.^[SEP]
- Curzan, Anne. 2014. *Fixing English: Prescriptivism and language history*. Cambridge: Cambridge University Press.^[SEP]

- Hogg, Richard. 2012. *An introduction to Old English* (2nd edition, revised by Rhona Alcorn). Edinburgh: Edinburgh University Press.
- Goodman, Sharon & David Graddol. 2003. *Redesigning English: New texts, new identities*. London: Routledge.
- Graddol, David, Dick Leith & Joan Swann. 2002. *English: History, diversity and change*. London: Routledge.
- Leith, Dick. 2003. *A social history of English* (2nd edition). London: Routledge.
- Nevailainen, 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.
- Trudgill, Peter & Jean Hannah. 2008. *International English. A guide to varieties of Standard English*. (5th edition). London: Routledge.
- Watts, Richard & Peter Trudgill. 2002. *Alternative histories of English*. London / New York: Routledge.
- Watts, Richard. 2011. *Language myths and the history of English*. Oxford: Oxford 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 other methods.)

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

| Assessment methods | Course learning outcome symbol | | | | | |
|--|--------------------------------|-------|-------|-------|-------|-------|
| | EU_01 | EU_02 | EU_03 | EU_04 | EU_05 | EU_06 |
| Written exam | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Oral exam | | | | | | |
| Open book exam | | | | | | |
| Written test | | | | | | |
| Oral test | | | | | | |
| Multiple choice test | | | | | | |
| Project | | | | | | |
| Essay | | | | | | |
| Report | | | | | | |
| Individual presentation | | | | | | |
| Practical exam (performance observation) | | | | | | |
| Portfolio | | | | | | |
| Other (please specify) – tasks on Moodle (F) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ... | | | | | | |

3. Student workload (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 | |
| Students' self-study* | Preparation for classes | 15 |
| | Reading for classes | 15 |
| | Essay / report / presentation / demonstration preparation, etc. | |
| | Project preparation | |
| | Term paper preparation | |
| | Exam preparation | 30 |
| | Other (please specify) - | 15 |
| | ... | |
| TOTAL HOURS | 105 | |
| Total ECTS credits for the course | 3 | |

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

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

Very good (bdb; 5.0): high awareness of phenomena related to the range of changes in the history of the English language, awareness of main methods and frameworks of English historical linguistics, awareness of relationships between contemporary linguistic phenomena and their historical sources; at least 93% for final exam and timely submission of Moodle assignments

Good plus (+db; 4.5): as above with minor deficiencies; 85-92% for final exam

Good (db; 4.0): a broader range of deficiencies acceptable, 77-84% score in final exam, 1-2 Moodle assignments incomplete

Satisfactory plus (+dst; 3.5): satisfactory knowledge of the range of topics discussed in class

Satisfactory (dst; 3.0): as above, with vague knowledge of links between contemporary linguistic processes and their historical conditioning, 2-4 Moodle assignments missing/incorrect

Unsatisfactory (ndst; 2.0): lack of sufficient knowledge concerning topics discussed in class; final test grade below 60%