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| Institution: | University College of Science and Humanities, at Hotat Sudair, Majmaah University | |
| Academic Department: | English Department | |
| Programme: | B.A in English Language | |
| Course title and code: | Historical linguistics ENG414 | |
| Specification Approved Date : **25/2/1439H** | |  |

**Course Specifications**

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| **Institution:** Majmaah University | **Date:** 25/2/1439H |
| **College/Department:** University College of Science and Humanities, at Hotat Sudair English Department | |

**A. Course Identification and General Information**

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| 1. Course title and code: Historical linguistics ENG414 |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  B.A in English Language |
| 4. Name of faculty member responsible for the course  Dr.Zuhour MohammedElFadul |
| 5. Level/year at which this course is offered:  7th / 1439 H |
| 6. Pre-requisites for this course (if any):  ENG223 |
| 7. Co-requisites for this course (if any):  None |
| 8. Location if not on main campus:  Main campus |
| 9. Mode of Instruction (mark all that apply):  40  a. traditional classroom What percentage?  40  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  20  f. other What percentage?  **Comments:**  None |

**B Objectives**

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| 1. What is the main purpose for this course?   The main objectives of the course are to:  1. increase students’ knowledge of historical linguistics.  1. introduce the students to the pivotal ideas, theories, approaches, etc. of Historical Linguistics.  2. Study the question of language change and its interface with the nature and the structure of social change.  3. help them to be acquaint with the school of Historicism in general, and language Families, in more specific terms.  4. Introduce students to the key event /phases of the development of English Language from Pre- Roman times to the present day. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  1.The course will be conducted via lectures in the main; seminars, worksheets, and group discussions will also be used. There will be:  1.Increasing use of IT or web-based reference material in teaching.  2. Using of electronic resources in worksheets.  3. Regularly change and updating for textbooks and references.  4. Encouraging the students to explore their own language and the family of language it belongs to. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  This course aims to acquaint students with the central theories, approaches, ideas, terms and methods of Historical Linguistics. More specifically, it will cover areas such as: Language History, Language Families and Language Change. In Language Families, the Indo-European family will receive much more emphasis, whilst in language change, the course primarily surveys phonological (e.g. The Great Vowel Shift), Morphological, Syntactic, Semantic and Sociolinguistic (Language Contact) changes along with the recent concept of Language Attrition (language loss/death/endangered languages). These changes will be theoretically grounded on a survey of a set of major linguistic schools such as Historicism/Neogrammarian, Structuralism- Functionalism- Prague School- London School of Linguistics and Generativist. The history and development of English language will form a special module within the course. Students will know the primary stages of the development of English (Old English- Middle English-Early Modern English-Modern English – Present-day English), along with their corresponding political and socio-cultural events (Roman Era, Anglo-Saxon Period- Norman Conquest- Renaissance, etc.). In addition, the influence of landmark events on the development of Modern English Language such as the invention of the Printing Press, Industrial Revolution, King James Bible, Dr. Jonson's Dictionary, Emergence of American English, etc., will be particularly highlighted throughout this module of the course. A Variety of methods including lecturing, class seminars, response presentations/papers will be used. |

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| **1. Topics to be Covered** | | |
| **List of Topics** | **No. of**  **Weeks** | **Contact hours** |
| Course Orientation | **1** | **3** |
| Introduction to Historical Linguistics (key concepts/theories/ terms/ approaches. etc.) | **1** | **3** |
| Language Families | **2** | 6 |
| Language change/ Historical vs. Comparative Linguistics/ Language Attrition/ Loss and the Endangered Languages | **3** | **9** |
| Language Contact/ Endangered Language/ Language Death | **1** | **3** |
| History of Language: General Overview | **1** | **3** |
| Pre-Roman/ Roman period/ Pre/ Modern Era | **2** | **.6** |
| Features of Old English- Middle English- Early Modern English- Modern English- Cotemporary and Present-Day English | **2** | **6** |
| More on sound, vocabulary, meaning and grammatical change | **1** | **3** |
| Special topic in language change (e.g. Pidgins and Creoles) | **1** | **3** |
| Total | **15** | **45** |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | | |
|  | | **Lecture** | **Tutorial** | **Laboratory/**  **Studio** | **Practical** | **Other:** | **Total** |
| **Contact**  **Hours** | **Planed** | **45** | **none** | **none** | **none** | **none** | **45** |
| **Actual** | **45** | **none** | **none** | **none** | **none** | **45** |
| **Credit** | **Planed** | **3** | **none** | **none** | **none** | **none** | **3** |
| **Actual** | **3** | **none** | **none** | **none** | **none** | **3** |

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| 3. Additional private study/learning hours expected for students per week.  Nil |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code**  **#** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| **1.1** | Recall the key ideas, concepts, issues, theories and approaches of Historical Linguistics. | Lectures,  discussion | Tests, Quiz |
| **1.2** | Practice the classification of language families and their role in understanding language. | Lectures,  discussion | Tests, Quiz |
| **2.0** | **Cognitive Skills** | | |
| **2.1** | Apply the phenomenon of language Change and show its link with language Attrition/Loss, Endangered Languages, and socio-cultural change. | Lectures,  discussion | Tests, Quiz |
| **2.2** | Use the scientific method for analyzing linguistic data of historical linguistics. | Lectures,  discussion | Tests, Quiz |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| **3.1** | Communicate in English | activities for group discussions | Class discussion |
| **3.2** | Demonstrate language history with its present situation | Pair work | Presentations |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| **4.1** | Interpret the main stages/events of the development of English from Pre-Roman age to the present day. | Group work | Class seminars |
| **4.2** | Evaluate and judge the change in Pidgins and creoles as an example of language change. | Individual activities | Response papers |
| **5.0** | **Psychomotor** | | |

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| **5. Schedule of Assessment Tasks for Students During the Semester** | | | |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | First Midterm Test | 6-7th | 20% |
| **2** | Second Midterm Test | 12-13th | 20% |
| **3** | Presentations, Class seminars | Through the whole course | 10% |
| **4** | Quizzes**,** Class discussions, Response papers | spread | **10%** |
| **5** | Final Test | At the end | 40% |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)  **6 hours each week** |

**E Learning Resources**

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| 1. List Required Textbooks  Campbell, Lyle 2006, Historical Linguistic: An Introduction. 2nd Ed. Cambridge, Massachusetts: MIT Press |
| 2. List Essential References Materials (Journals, Reports, etc.)   * Winfred Lehmann, 1993, Historical Linguistics: Rout ledge. * Shendl Herbert, 2003, Historical Linguistics: Oxford University Press.   R. H Robins, 1997, A Short History of Linguistics: Longman |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  List Electronic Materials:  www.esl.com  www.sil.org  www.wikipedia.com |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  computer-based programs/CD |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)  A hall to accommodate 30 students**.** |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)  Language labs  English language Library |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)  None |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  None |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * Midterm evaluation feed-back form to increase instructor’s awareness of the weak and strong points of the class * End of term college evaluation of course by students (to be collected by the department) |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Peer evaluation to assess ability of faculty members to work with their colleagues.  Class observations by supervisors |
| 3. Processes for Improvement of Teaching   * Training sessions * Workshops to facilitate the exchange of experiences amongst faculty members * Regular meetings where problems are discussed and solutions given * Discussion of challenges in the classroom with colleagues and supervisors * Keep up to date with pedagogical theory and practice   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 (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   * Check marking of a sample of examination papers either by a resident or visiting faculty member. * Students who believe they are under graded can have their papers checked by a second reader.   Double-check papers by a second reader in case of students who believe they are underrated. |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   * Compare syllabi and course description with other universities (including those on the net) * Biannual meetings of faculty members to discuss improvement   Have a curriculum review committee to review the curriculum periodically and suggest improvements. |

**Name of Course Instructor:** Dr.Zuhour MohammedElFadul

**Signature: Zuhour Date Specification Completed: 25/2/1439H**

**Program Coordinator:** Dr. Murad Al Shboul

**Signature: ………………………….. Date Received: ………………………………......**