جامعة المجمعة
Majmaah University

VISION رؤيــة
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	English Department
Programme:	B.A.in English
Course title and code:	History of English Language [ENGL 322]
Specification Approved Date :	

Course Specifications

Institution: Majmaah University	Date:
College/Department : Rumah / English Language	

A. Course Identification and General Information

1. Course title and code: Eng. 322
2. Credit hours: 2 hours
3. Program(s) in which the course is offered: English Language (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: Dr.NajeebSaqlain&Mrs.HananALOmran
5. Level/year at which this course is offered: Level 7 / 4thYear
6. Pre-requisites for this course (if any): none
7. Co-requisites for this course (if any): none
8. Location if not on main campus: Rumah Campus
9. Mode of Instruction (mark all that apply):

9. Mode of Instruction (mark all that apply):

a. traditional classroom   [ ]   What percentage?   [ ]

b. blended (traditional and online)   [✓]   What percentage?   [100%]

c. e-learning   [ ]   What percentage?   [ ]

d. correspondence   [ ]   What percentage?   [ ]

f. other   [ ]   What percentage?   [ ]

Comments:

B Objectives

1. What is the main purpose for this course?

By the end of the course, students should be able to:

1. Demonstrate knowledge of the Indo-European family of languages.
2. Identify the historical events of the Old English period.
3. Identify historical changes: The Roman and Germanic invasions of England, Anglo-Saxon civilization, and dialects of Old English.
4. Identify the historical events of the Middle English period.
5. Identify and explain alterations in spelling, syntax, and pronunciation of the Middle English period.
    Specific considerations will be on these new course's issues:
    1. *A Brief Description of Modern English and its different stages.*
    2. *A Short Introduction to American English, its development and how it is different from British English.*
    3. *A Brief touch on World Englishes .*

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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. Students are encouraged to search the web and use online materials.
2. Increased use of IT or web-based reference material
3. Use Web-CT for uploading material
4. Consistently change the list of readings/ include canonical and sub-canonical novelists
5. Use of www.wiki.com and www.moodle.com for collaborative writing Include e-books such as those from Gutenberg

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

Course Description:

 History of English language is a discipline which studies development of old, middle and modern English.

Oxford living dictionary has described the field as, "Five Events that Shaped the History of English are 1-The Anglo-Saxon Settlement, 2-The Scandinavian Settlement, 3-1066 and after, 4-Standardization, 5-Colonization and Globalization. The course will survey these stages with a particular focus on the characteristics, features and socio-cultural contexts of Old English, Middle English, Early modern English, Modern English and Present-day English.

Advanced topics in History of English language commonly include (but are not limited to):

English as a world language ·
English as a lingua franca ·
European language ·
. Modern English
etc.

The teaching methodology of this course tends to be like a research subject:
1. Students are encouraged to search the web and use online materials.
2. Increased use of IT or web-based reference material
3. Use Web-CT for uploading material
4. Consistently change the list of readings/ include canonical and sub-canonical novelists
5. Use of www.wiki.com and www.moodle.com for collaborative writing Include e-books such as those from Gutenberg.
6. Students will be aware of the link and relationship between this course and the subsequent more detailed and larger perspectives taken in ENGL 422 historical and comparative Linguistics.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Introduction	1	2
The origin and history of English	1	2
Old English grammar	1	2
Old English morphology	1	2
Old English lexicon	1	2
Midterm Exam	1	2
Celtic and Latin loan	1	2
French influence	1	2
Implication for the status of Middle English	1	2
The major branches of the Indo-European family of language	1	2
Modern English compared to earlier English	1	2
Midterm Exam	1	2
External and internal change	1	2

Importance of American and Current English	1	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	**Planed**	2					26
	Actual	2					26
Credit	**Planed**	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week. | 2 office hours |

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:By the end of the course, students should be able to:**		
1.1	Demonstrate knowledge of the Indo-European family of languages	Lectures	• Participation in class discussions
1.2	Make the timeline of Language change	Class discussion.	• Assignments
1.3	Identify the historical events of the Old English period	Individual meetings with students.	Mid-Terms written exams

1.4	Explain the differences in the language of Old English	AfL strategies: Self-Assessment	
1.5	Identify the historical events of the Middle English period		
1.6	Identify and explain the changes in the language of Middle English		
1.7	Explain the significance of changes in the Early Modern English period		
2.0	**Cognitive Skills: By the end of the course, students should be able to:**		
2.1	Increase awareness of how languages change across time	Lectures	• Participation in class discussions
2.2	Perceive similarities and differences in language forms across time	Class discussion.	• Assignment
2.3	Draw comparisons; detecting developments	Individual meetings with students.	• Mid-Term
2.4	Recognize reasons and causes that lead to alteration or change in language	AfL strategies: Self-Assessment, Peer Assessment	Final exam
2.5	Analyze the impact of historical events on change in English language		
3.0	**Interpersonal Skills & Responsibility:By the end of the course, students should be able to:**		
3.1	Read independently to develop responsibility and understanding	Class discussions	Active class participation reflects the students' ability to keep up with the reading Schedule.
3.2	Manage their time more productively in reading and writing assignments	Teacher's Demonstration	Instructor's assessment of students
3.3	Self-assess their progress and suggest next steps for improvement in the grades	AfL Strategies	
3.4	Participate in class discussions to improve understanding and confidence	extensive use of external references	
4.0	**Communication, Information Technology, Numerical**		
4.1	Use internet resources for academic English	Teacher's guidance and encouragement for internet resources	Assignments
4.2	Use of the computer and internet to gather information	D2L Quizzes	Class participation Quizzes

4.3	Use MS excel and power-point for presentation and data analysis for the projects	Online rooms and discussions	
5.0	**Psychomotor**		
5.1	None		

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	Midterm Exam	Week 8	25%
2	Research	Week 8	20%
3	Participation	All along	5%
4	Final exam	End of term	50%

D. Student Academic Counseling and Support

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)
2 office hours and via email

E Learning Resources

1. List Required Textbooks:
   * Baugh, Albert C. & Cable, Thomas (5th edition). A History of the English Language .

2. List Essential References Materials (Journals, Reports, etc.)
   * Pyles, T. & J. Algeo. (1993). *The Origin and Development of the English Language*

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Classroom of about 40 seats.

2. Technology resources (AV, data show, Smart Board, software, etc.)
Podium

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
- Chart Papers   - Board Markers

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Mid-Term 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)   - End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
Peer observation to benefit from colleagues' objective feedback and suggestions for improvement.

3. Processes for Improvement of Teaching
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 (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)
1.Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Students who believe they are under graded can have their papers checked by a second reader.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabus and course description with other universities (including those on the net)
Bi-annual meetings of faculty members to discuss improvement.

Name of Course Instructor: Dr. Najeeb Saqlain& Mrs.Hanan ALOmran

Signature: …………………………. **Date Specification Completed:** 6/ 11 / 2019

Program Coordinator: Dr. MukhlidALQaiani

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