Course Specification
— (Bachelor)

Course Title: **The history of English**

Course Code: **ENGL322**

Program: **English language**

Department: **English**

College: **Education**

Institution: **Majmmah university**

Version: **4**

Last Revision Date: 4 October 2022

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A. General information about the course:

1. Course Identification

1. Credit hours: (...3......)

2. Course type

A.	☐ University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (......level6....)

4. Course general Description:

5. Pre-requirements for this course (if any): None

6. Co-requisites for this course (if any): None

7 .Course main objectives

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.

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	25	83
2	E-learning		
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning	5	17

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	25
2.	**Laboratory/Studio**	5
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
	Demonstrate knowledge of the Indo-European family of languages	**1.1**		
	Make the timeline of Language change	**1.1**		
	Identify the historical events of the Old English period	**1.2**		
1.1	Explain the differences in the language of Old English	**1.2,1.4**		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.2	Identify the historical events of the Middle English period	**1.2,1.3**		
1.3	Identify and explain the changes in the language of Middle English	**1.2.1.3**		
1.4...	Explain the significance of changes in the Early Modern English period	**1.2,1.3**		
2.0	**Skills**			
2.1	Increase awareness of how languages change across time	**2.1**		
2.2	Perceive similarities and differences in language forms across time	**2.1,2.2**		
	Draw comparisons; detecting developments	**2.3**		
...	Recognize reasons and causes that lead to alteration or change in language	2.1,2.4		
3.0	**Values, autonomy, and responsibility**			
3.1	Read independently to develop responsibility and understanding	**3.1**		
3.2	Manage their time more productively in reading and writing assignments	**3.1**		
	Self-assess their progress and suggest next steps for improvement in the grades	**2.1**		
3.3	Participate in class discussions to improve	**2.4,3.1**		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	understanding and confidence			
...3.4				

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation	2
	Introduction	2&2
2	The origin and history of English	2
3	Old English grammar	2&2
4	Old English morphology	2
5	Old English lexicon	2&2
6	Midterm Exam	2
7	Celtic and Latin loan	2&2
8	French influence	2
8	Implication for the status of Middle English	2
9	The major branches of the Indo-European family of language	2
	Modern English compared to earlier English	

Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz and assignments	Due 4-12	20
2.	Class participation	lectures	10
3.	Midterm	10	30
...	Final exam	16	40

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Baugh, Albert C. & Cable, Thomas (5th edition). A History of the English Language
Supportive References	Pyles, T. & J. Algeo. (1993). *The Origin and Development of the English Language*
Electronic Materials	• www.sparnotes.com www.endnotes.com
Other Learning Materials	• Journal of Historical Linguistics, (https://benjamins.com/#catalog/journals/jhl.5.1/main) • *https://global.oup.com/.../oxford-studies-in-diachronic-and-historical*

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Larger and more convenient classrooms. Better equipped language labs.
Technology equipment (projector, smart board, software)	Laptop computer-projector system Data show to facilitate going over students' papers in class.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Instructors and coordinators	
Other Strategies for Evaluation and the process of improvement	Self-evaluation Peers	Training sessions, workshops to facilitate experience exchange among faculty members Regular meetings to discuss and solve problems Discussion of challenges in the classroom with colleagues and supervisors Encouraging faculty members to attend professional development conferences

Assessment Areas/Issues	Assessor	Assessment Methods
		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
Instructor or by the Department	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given Double-check papers by a second reader in case of students who believe they are underrated.
The extent to which CLOs have been achieved		1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements
Processes for Improvement of Teaching		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Board/Council; Academic Board and Committee for Course/Curricula Development
REFERENCE NO.	4
DATE	4/10/2023