



# Course Specification

## (Bachelor)

Course Title: **Historical and Comparative Linguistics**

Course Code: **ENGL422**

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: ( .....level7....)

#### 4. Course general Description:

This course is an introduction to the study of linguistic change. Various models of language change are explored to seek to understand how and why languages change. This will be done by drawing from a wide range of languages to explore changes at all levels of the grammar (phonology, morphology, syntax, semantics, etc.) and the various factors that can contribute to linguistic change. This course will discuss how it is possible to reconstruct linguistic systems that we have no direct record of, and will consider what it means for languages to diverge and converge. Major themes of the course will be the comparative method and the relationship between socio-linguistics and historical linguistics. The topics of language shift, language endangerment and death, language birth, and language planning will also be addressed, and assigned work and projects will develop the skills to conduct historical linguistics research through exploitation of electronic and library resources

#### 5. Pre-requirements for this course (if any):

Introduction to linguistics ENGL215

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

#### 7. Course Main Objective(s):

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

1. Grasp the key ideas, concepts, issues, scope, theories and approaches of Historical and Comparative Linguistics.
2. Know the classification of the major language families and their role in understanding language.
3. Link language history with its present situation.
4. Realize and interpret the phenomenon of language Change and see its link with socio-cultural change.
5. Become aware of the phenomenon of Language Attrition/Loss and the Endangered Languages.
6. Compare and contrast English and Arabic (in terms of history, phonology, morphology, syntax, pragmatics and discourse) and discuss the implications of these differences for Arabic-speaking EFL learners.





7. Explain and discuss particular topics in Historical and Comparative Linguistics such as: Borrowing, Cognates, Lexicostatistics, Grammaticalisation, Reanalysis, etc.
8. Discuss the relationship between Contrastive Analysis and Comparative Linguistics.
9. Discuss the relationship between Comparative Linguistics and Linguistic Typology and Linguistic Contact.
10. Conduct a research project in the context of Historical and Comparative Linguistics

| No | Mode of Instruction  | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1  | Traditional classroom  | 40            | 89         |
| 2  | E-learning   |               |            |
| 3  | Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul> |               |            |
| 4  | Distance learning  | 5             | 11         |

### 3. Contact Hours (based on the academic semester)

| No    | Activity          | Contact Hours |
|-------|-------------------|---------------|
| 1.    | Lectures          | 40            |
| 2.    | Laboratory/Studio | 5             |
| 3.    | Field             |               |
| 4.    | Tutorial          |               |
| 5.    | Others (specify)  |               |
| Total |                   | 45            |

## 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  |                                   |                     |                    |
| 1.1  | Identify main ideas, concepts, terms, etc., of Historical and Comparative Linguistics. | 1.1,1.3                           |                     |                    |





| Code   | Course Learning Outcomes   | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|--------|--|-----------------------------------|---------------------|--------------------|
| 1.2    | Identify the link between the history of a language and its present situation. List major language families of the world, with a particular emphasis on Indo-European languages    | 1.2                               |                     |                    |
| 1.3    | Enlist the key factors causing language change, main types of change and its processes.  | 1.1                               |                     |                    |
| 1.4... | Define Borrowing, Grammaticalization, Reanalysis, Lexicostatistics, etc.   | 1.4                               |                     |                    |
|        |  |                                   |                     |                    |
| 2.0    | <b>Skills</b>  |                                   |                     |                    |
| 2.1    | . Discuss key issues in Historical Linguistics and Comparative Linguistics such as Language Change, Language Families, Borrowing, Language Death/Attrition, Lexicostatistics, etc. | 2.1                               |                     |                    |
| 2.2    | Compare and contrast some languages (e.g. English and Arabic) drawing on their histories, families and processes involved in language change.                                      | 2.1,2.3                           |                     |                    |
|        | - Discuss the issue of Contrastive Analysis (Transfer).<br><br>Link some phenomena such as the discrepancies between   | 3.1                               |                     |                    |





| Code   | Course Learning Outcomes   | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|--------|--|-----------------------------------|---------------------|--------------------|
| ...    | . Develop a few research skills in the context of Historical and Comparative Linguistics (writing a research summary/response-paper on a given topic).   | 3.2,3.3                           |                     |                    |
| 3.0    | <b>Values, autonomy, and responsibility</b>  |                                   |                     |                    |
| 3.1    | Students can make use of the knowledge and practices they gain in the study of Historical Linguistics and Comparative Linguistics to improve their English proficiency, particularly in writing and speaking. This awareness can help them improve their attitudes of World Englishes, accents and dialects and understand the importance of getting exposed to them through the Internet. | 3.1                               |                     |                    |
| 3.2    | 3.2 By making use  | 3.2                               |                     |                    |
| 3.3    | Involves interdependent skills-intra/inter-team skills   | 3.1                               |                     |                    |
| ...3.4 |  |                                   |                     |                    |

### C. Course Content

| No | List of Topics   | Contact Hours |
|----|--|---------------|
| 1  | Course Orientation   | 3             |
|    | Defining Historical and Comparative Linguistics, showing topics and scope. | 3             |
| 2  | Diachronic vs. Synchronic Study-   |               |
| 3  | Unit 1: Historical Linguistics   | 6             |



|       |   |    |
|-------|---|----|
| 4     | Key Concepts in Historical Linguistics (definitions, concepts, scope, methodology, etc.).   | 6  |
| 5     | Language Families (concept, classifications, criticism, etc.).  | 3  |
| 6     | Language Change (definition, causes, types and levels of change and processes of change).   | 3  |
| 7     | Types and Levels: Phonological, Syntactic, Semantic, Pragmatic and Discourse Changes.   | 3  |
| 8     | Great Vowel Shift and Grimm's Law   | 3  |
| 8     | Borrowing: (causes, types, processes and dynamics)  | 3  |
| 9     | -Grammaticalisation, Reanalysis, etc.   | 3  |
|       | Unit 2: Comparative linguistics   | 6  |
|       | Key Concepts in Comparative Linguistics (definitions, concepts, scope, history and development in the 19th century, approaches, methodology, etc.). |    |
|       | Cognates and Lexicostatistics-  |    |
|       | -Reconstruction   |    |
|       | Comparative Linguistics and other Related Domains   |    |
| ---   |   |    |
| Total |   | 45 |

## 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

- Anttila, Raimo (1989 ). Historical and Comparative Linguistics. John Benjamin's Publishing Company
- Hock, Hans Henrich, and Brian D. Joseph. (2009 ). Language history, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics. Mouton de Gruyter (2nd edition.
- Campbell, Lyle. (2013). Historical Linguistics: An Introduction(3rd edition). Boston: MIT Press.
- Schendle, Herbert. (2001). Historical Linguistics. Oxford: Oxford University Press



|                                 |   |
|---------------------------------|---|
|                                 | Web-based materials collated from various sources   |
| <b>Supportive References</b>    | <ul style="list-style-type: none"> <li>Richard D. Janda and Brian D. Joseph (Eds), (2004). <i>The Handbook of Historical Linguistics</i>. London; Blackwell</li> <li>R.L. Trask (ed.). (2001 ). <i>Dictionary of Historical and Comparative Linguistics</i>. Fitzroy Dearbor.</li> <li>Lehmann, Winfred. (1992). <i>Historical Linguistics</i> (3<sup>rd</sup> edition). London: Routledge.r. (1997).</li> <li>Lass, Roger. (1997 ). <i>Historical Linguistics and Language Change</i>. Cambridge: Cambridge University Press.</li> </ul> |
| <b>Electronic Materials</b>     | <ul style="list-style-type: none"> <li>www.sparnotes.com</li> <li>www.endnotes.com</li> </ul>   |
| <b>Other Learning Materials</b> | <ul style="list-style-type: none"> <li>Journal of Historical Linguistics, (<a href="https://benjamins.com/#catalog/journals/jhl.5.1/main">https://benjamins.com/#catalog/journals/jhl.5.1/main</a>)</li> <li><a href="https://global.oup.com/.../oxford-studies-in-diachronic-and-historical">https://global.oup.com/.../oxford-studies-in-diachronic-and-historical</a></li> </ul>   |

## 2. Required Facilities and equipment

| Items   | Resources  |
|---|--|
| <b>facilities</b><br>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | <ul style="list-style-type: none"> <li>Larger and more convenient classrooms.</li> <li>Better equipped language labs.</li> </ul>                         |
| <b>Technology equipment</b><br>(projector, smart board, software)                         | <ul style="list-style-type: none"> <li>Laptop computer-projector system.</li> </ul> <p>Data show to facilitate going over students' papers in class.</p> |
| <b>Other equipment</b><br>(depending on the nature of the specialty)                      |  |

## F. Assessment of Course Quality

| Assessment Areas/Issues  | Assessor   | Assessment Methods  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Exchanged instructor (peer) visits encouraged by the department.</li> <li>Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.</li> </ul> <p>An end-of-the-term course report required by the department Quality Unit.</p> | <ul style="list-style-type: none"> <li>Instructors</li> <li>Students</li> <li>peer exchanges,</li> </ul> | <ul style="list-style-type: none"> <li>Exams</li> <li>Assignments</li> <li>Presentations</li> </ul> |







| Assessment Areas/Issues   | Assessor  | Assessment Methods |
|---|---|--------------------|
| Quality of learning resources<br>Within the semester activities, students are frequently interrogated about the effectiveness of teachers and the courses they teach by the Chairman of the Department and the English Language Coordinator | Students, Faculty, Program Leaders, Peer Reviewer | Survey and tests   |
| The extent to which CLOs have been achieved   | Instructors and coordinators                      |                    |
| Other   |   |                    |

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### G. Specification Approval

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

