Course Specification

— (Bachelor)

Course Title:	**History of English Language**
Course Code:	**LANT1304**
Program:	**Bachelor of Arts in English Language, Linguistics Track**
Department:	**Languages and Translation Department**
College:	**Faculty of Education and Arts**
Institution:	**University of Tabuk**
Version:	**2023.10**
Last Revision Date:	**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: Level 5

4. Course general Description:

Over the course of a millennium, the English language has undergone significant transformations because of both linguistic internal processes and historical events. An overview of the rich history of English is provided in this course, with particular emphasis on linguistic developments, language contact, and the evolution into a modern language. While Old English (700–1100), Middle English (1100–1500), and Early Modern English (1500–1650) are the main topics of discussion, the course also touches on some aspects of Modern English and English as a global language. Knowledge of the history of the language helps students to comprehend why the current language is structured the way it is.

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

LANT1209 Introduction to Linguistic Studies

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

N/A

7. Course Main Objective(s):

Examining English history from its inception to the present is the course's primary goal. Additionally, the course teaches the students about the changes in sound, grammatical structure, and other aspects of English over time.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	45
2.	**Laboratory/Studio**	
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	Demonstrate knowledge of the main lines of development of English from approximately 700 AD to modern times.	**K3**	Lectures Class activities	Homework Exams
1.2	Recognize the most important changes in the fields of historical phonology, morphology, syntax and semantics.	**K3**	Lectures Class activities	Quizzes Homework Exams
1.3	Describe the Indo-European Family of Languages.	**K3**	Lectures Class activities	Quizzes Homework Exams
2.0	**Skills**			
2.1	Compare and contrast the linguistic features of the Old English, the Middle English, and the Modern English.	**S3**	Lectures Class activities	Assignments Quizzes
2.2	Examine the historical variations between these periods.	**S4**	Lectures Class activities	Exams
3.0	**Values, autonomy, and responsibility**			

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.1	Adhere to academic values and ethics.	**V1**	Class discussions Written guidelines in course syllabus/ description handout	Homework Assignments
3.2	Work autonomously to achieve target tasks .	**V2**	Class activities	Homework Assignments
3.3	Work collaboratively to achieve target tasks with responsibility.	**V3**	Class activities	Homework Assignments

C. Course Content

No	List of Topics	Contact Hours
1	English Present and Future	3
2	The Indo-European Family of Languages	3
3	The Indo-European Family of Languages	3
4	Old English	3
5	Old English	
6	Foreign Influences on Old English	3
7	The Norman Conquest and the Subjection of English, 1066–1200	3
8	The Reestablishment of English, 1200–1500	3
9	The Reestablishment of English, 1200–1500	3
10	Middle English	3
11	Middle English	3
12	The Renaissance, 1500–1650	3
13	The Appeal to Authority, 1650–1800	3
14	The Nineteenth Century and After	3
15	The English Language in America	3
Total		**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Homework Assignments	Throughout	10%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Quizzes	5 + 10	10%
3.	Midterm Exam 1	7	20%
4.	Midterm Exam 2	12	20%
5.	Final Exam	16-17	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. & Thomas Cable (2001) A History of the English Language, Fifth Edition. London: Routledge.
Supportive References	1. Gelderen, E. (2014). A History of the English Language. Amsterdam, John Benjamins 2. Viney, Brigit (2008) The History of English Language. Oxford University Press. 3. Mugglestone, Lynda (2008) The Oxford History of English. Oxford University Press
Electronic Materials	www.en.wikipedia.org/wiki/History_of_English www.englishclub.com/english-language-history. www.anglik.net/englishlanguagehistory.
Other Learning Materials	https://www.youtube.com/watch?v=YEaSxhcns7Y https://www.youtube.com/watch?v=kIzFz9T5rhI https://www.youtube.com/watch?v=aEH2GkuRIHs https://www.youtube.com/watch?v=Oz8tEPXI25A https://www.youtube.com/watch?v=xrnVzesvu84 https://www.youtube.com/watch?v=iWDKsHm6gTA https://www.youtube.com/watch?v=quMPO33fivs

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Lecture rooms should be equipped with a smart board and large enough to accommodate 25-35 students. English Lab with: computers connected to internet. Sound system of amplifiers and control panel.
Technology equipment (projector, smart board, software)	Laptop computer Smart board projector system
Other equipment (depending on the nature of the specialty)	N/A

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	1. Direct method:

Assessment Areas/Issues	Assessor	Assessment Methods
		Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method: ● Faculty-student meetings to get students' oral feedback. ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	● Students ● Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): ● Regular meetings between the teachers and the course coordinator ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	● Students ● Peer reviewers (course coordinator and other instructors teaching the course)	. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): ● Regular meetings between the teachers and the course coordinator ● Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
The extent to which CLOs have been achieved	Faculty, Course coordination team, Quality unit	Regular meetings between the course coordinator and other faculty members teaching the same course

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

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF THE LANGUAGES AND TRANSLATION DEPARTMENT
REFERENCE NO.	MEETING NO. 9/1445
DATE	15/04/1445