

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **HISTORIA DE LA LENGUA INGLESA**

Code: 100554

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 2

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: www.uco.es/moodle

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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INTENDED LEARNING OUTCOMES

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and research.
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE15	Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies)
CE16	Knowledge of the methodologies, tools and resources of language industries and information and communication technologies.
CE26	Ability to identify periods in the evolution of the English language and to assign and recognise characteristics with respect to those periods.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.

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CE39	Ability to identify the cognitive and functional determinants of language structure and use.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE42	Develop an interest in both synchronic and diachronic linguistic theory and description.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.

OBJECTIVES

1. To discover the evolution of English during its different periods.
2. To understand the evolution of the different aspects of the English language.
3. Analysis of English texts from different periods.
4. To contextualize the evolution of English compared to other European contexts.

CONTENT

1. Theory contents

UNIT 1. INTRODUCTION

- 1.1. Language change
- 1.2. Origin and development of English among the Indo-European languages.

UNIT 2. Old English Period

- 2.1. Historical notes
- 2.2. Phonological features
- 2.3. Morphological features
- 2.4. Syntactic features
- 2.5. Vocabulary
- 2.6. Philological commentary on Old-English texts

UNIT 3. Middle English Period

- 3.1. Historical notes
- 3.2. Phonological features
- 3.3. Morphological features
- 3.4. Syntactic features
- 3.5. Vocabulary
- 3.6. Philological commentary on Middle English texts

UNIT 4. Modern English Period

- 4.1. Historical notes



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- 4.2. Phonological features
- 4.3. Morphological features
- 4.4. Syntactic features
- 4.5. Vocabulary
- 4.6. Philological commentary on Modern English texts

UNIT 5. Present-Day English

- 5.1. Varieties and expansion
- 5.2. English around the world: standard uses and varieties

2. Practical contents

- Analysis of Old English and Middle English texts.
- Explanation of the phonological evolution of English sounds.
- Understanding of the evolution of the lexical and morphosyntactic English system.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
Gender equality
Decent work and economic growth
Reduced inequalities

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

Students must contact the teacher in the first two weeks of the semester.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	3	1	4
<i>Group presentation</i>	-	2	2
<i>Group work (cooperative)</i>	5	4	9
<i>Lectures</i>	30	-	30
<i>Projects</i>	5	2	7
<i>Text analysis</i>	-	4	4
<i>Text commentary</i>	-	2	2
<i>Tutorials</i>	2	-	2
Total hours:	45	15	60

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Off-site activities

Activity	Total
<i>Activities</i>	5
<i>Analysis</i>	10
<i>Exercises</i>	5
<i>Group work</i>	10
<i>Information search</i>	10
<i>Self-study</i>	50
Total hours	90

WORK MATERIALS FOR STUDENTS

Dossier
Lessons summary
Oral presentations

Clarifications

Materials will be provided through the Moodle platform.

EVALUATION

Intended learning	Case Studies	Exams	Practice Book
<i>CB1</i>			X
<i>CB13</i>	X		X
<i>CB14</i>	X		X
<i>CB18</i>		X	
<i>CB19</i>	X		
<i>CB2</i>			X
<i>CB3</i>	X		X
<i>CB4</i>	X		X
<i>CB5</i>			X
<i>CB7</i>	X	X	X
<i>CB8</i>	X		X

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Intended learning	Case Studies	Exams	Practice Book
CE10	X	X	
CE11			X
CE12	X	X	
CE13		X	
CE15	X		X
CE16		X	X
CE26	X	X	
CE27			X
CE28			X
CE29	X		X
CE33	X		
CE34			X
CE35			X
CE39	X		X
CE40	X		X
CE41		X	
CE42		X	
CE43			X
CE44		X	
CE45	X	X	X
CE51	X	X	X
CE52	X		X
CE53	X		
CU1		X	
CU2	X		X
Total (100%)	20%	60%	20%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Practice Book (20%): tasks that will be submitted through Moodle throughout the semester.

Case Studies (20%): individual tasks that will focus on text analysis and commentary.

Exams (60%): two partial examinations will take place during the semester, the first for units 1 and 2 and the second for units 3, 4, and 5. Students who fail these partial examinations, will be assessed in the official exam date.

Students are required to obtain a minimum mark of 5 in all assessment items.

The minimum grade to pass the course is 5.

The grade obtained in the Practice Book (20%) will only be valid for the first and second ordinary calls.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students will be assessed under the same criteria, but deadlines may change to adapt to each student's specific situation. Students must contact the teacher in the first two weeks of the semester to agree upon assessment.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

Exams: 80%

Case Studies: 20%

Qualifying criteria for obtaining honors:

La calificación mínima exigida será de 9

BIBLIOGRAPHY

1. Basic Bibliography

Aitchison, J. (2001). *Language change: progress or decay?* (3rd ed.). University of Cambridge.

Barber, C (1997). *The English language: a historical introduction* ([1st published, repr.]). Cambridge University.

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Campbell, L. (1998). *Historical linguistics: an introduction*. Edinburgh University.

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Heaney, S., & , 600-1100 (Beowulf and Judith). (2007). *Beowulf*. Faber & Faber.

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 Ringe, D. A. (2017). *From Proto-Indo-European to Proto-Germanic* (Vol. 1). Oxford University Press.
 Schmidt, A., & Sarrazin, G. (1971). *Shakespeare Lexicon and Quotation Dictionary* (Vol. 2). Courier Corporation.
 Sisam, K., & Tolkien, J. R. R. (2011). *A Middle English Reader and Vocabulary*. Courier Corporation.
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 Trask, (1994). *Language change*. Routledge.
 Wright, J. & Wright, E. M. (1973). *An elementary Middle English grammar* (2nd ed., [repr.]). Oxford University Press.

2. Further reading

Baker, P. (2012). *Introduction to Old English* (3rd ed.). Wiley-Blackwell.
 Beard, A. (2004). *Language change*. Routledge.
 Bergs, A., & Brinton, L. J. (Eds.). (2012). *English historical linguistics. Volume 1*. De Gruyter, Inc.
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COORDINATION CRITERIA

Common evaluation criteria
 Common learning outcomes
 Tasks deadlines



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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.