ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENG 492

History of the English Language

Course Specifications

Institution: **King Saud University**	Date: **30/1/2019**
College/Department : **College of Arts/Department of English Language and Literature**	

A. Course Identification and General Information

1. Course title and code: **History of the English Language - ENG 492**
2. Credit hours: 3 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) **B.A. in English**
4. Name of faculty member responsible for the course **Several Professors**
5. Level/year at which this course is offered: **Seventh or Eighth Level (Elective)/Fourth Year**
6. Pre-requisites for this course (if any): **ENG 222**
7. Co-requisites for this course (if any):
8. Location if not on main campus:

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

a. traditional classroom		What percentage?		70
b. blended (traditional and online)		What percentage?		
c. e-learning		What percentage?		30
d. correspondence		What percentage?		
f. other		What percentage?		

Comments:

B Objectives

1. What is the main purpose for this course?
 Students should be able to:
 1. Demonstrate knowledge of the Indo-European family of languages and of all the historical events that had a bearing on the development of the English language in all the periods
 2. Demonstrate knowledge of spelling, pronunciation, syntax and vocabulary of Old English
 3. Demonstrate knowledge of alterations in spelling and pronunciation and of the syntax of the Middle English period
 4. To translate short extracts (paragraph) of Old English and Middle English texts.
 5. Demonstrate knowledge of Early Modern English era with a particular emphasis on the Great Vowel Shift

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. The following series of orientation workshops are essential for BOTH faculty and students[1]:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:
 1. Basic skills with word processing software.
 2. Plagiarism
 3. Library research
 4. Virtual classes
 5. Critical and Investigative Thinking Skills
 6. Comprehensive Reading of Literary Texts
 7. Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

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

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

Course Description:

The purpose of ENG 492 is to trace the development of the English language — the political, social and economic factors which have influenced its development throughout different periods of its history. Students are first introduced to the genetic hypothesis, the discovery of Sanskrit and the Proto-Indo-European family. They are then presented with details of the Germanic invasion and the resultant use of Old English. Middle English is discussed afterwards, with emphasis on the influence of the Norman Conquest and the French language. This is followed by the Early Modern English period, with the advent of the English dictionary and the efforts to ascertain the language. Works such as Beowulf, and those by Chaucer, Shakespeare, and Johnson will be considered for analysis respective to the periods.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Introduction	1	3
2.Very brief view of Non Indo-European Languages	0.5	1.5
3. Indo-European Family of Languages: With specific emphasis on centum language	1	3
3. Old English Historical Events: Roman & Germanic invasions of England, Anglo-Saxon civilization and dialects of Old English	1.5	4.5
4. Aspects of the Language of Old English: Spelling , Pronunciation, Syntax.	1	3
5. Aspects of the Language of Old English: Nouns, verbs, Adjectives, Pronouns, Adverbs.	1	3
6.The Norman Conquest of the Middle English Period	1	3
8. Aspects of the language of the Middle English Period	2	6
9. Early Modern English Period (with particular emphasis on the Great Vowel Shift)	2	6
10. The reestablishment and ascertainment of English; Attitudes towards English language usage; Early dictionaries	2	6
11. English Worldwide; Foreign influences on the English language	1	3

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	42 hours	None	None	None	3 hours	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

2. Additional private study/learning hours expected for students per week. 2 hours In-Terms	6 hours

(This should be an average for the semester not a specific requirement in each week)
Approximately 20 hours. Students are strongly encouraged to read David Crystal's *The Stories of English* (2004) as an essential reference.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

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**		
1.1	Knowledge of list the (Non) Indo-European family of languages.	Lecturing. And thorough language analysis of the various periods. 1. Lectures 2. Class discussion 3. In-class exercises 4. Collaborative learning/Team work	Midterms Final exams Presentations Quizzes
1.2	Knowledge of memorize the historical events of Roman and Germanic invasions of England, Anglo-Saxon civilization, and dialects of Old English		
1.3	Knowledge of recall the spelling and pronunciation of Old English		
1.4	Knowledge of Recall paradigms of nouns, adjectives and personal pronouns i.e. syntax as well as vocabulary of Old English		
1.5	Knowledge of recognize Beowulf as an outstanding literary figure of the Old English period.		
1.6	Recall the historical events pertaining to the Norman Conquest between 1066 & 1200.		
1.7	Recognize the historical events that led to the Re-Establishment of English from 1200 to 1500.		
1.8	Knowledge of name alterations in spelling and pronunciation of the Middle English		

		period.		

1.9	Knowledge of recognize the syntax of the Middle English period.		
1.10	Knowledge of recognize Geoffrey Chaucer as a main literary figure of the Middle English period		
1.11	Knowledge recognize aspects of the language of Early Modern English with a particular emphasis on the Great Vowel Shift		
2.0	**Cognitive Skills**		
2.1	The ability to interpret a very short extract (paragraph) of an Old English text	1.Lecturing 2.In-class exercises 3.Discussion 4.Applying information acquired to appropriate texts particularly in translating extracts of old texts	Class participation In-class performance when doing exercises. Translating of texts from old English and middle English periods 4. Research paper
2.2	The ability to interpret a very short extract (paragraph) of a Middle English text		
2.3	The ability to compare the historical developments		
2.4	The ability to apply knowledge attained in one field of knowledge, i.e. phonology to another to unravel truths etc… ?????		
2.5	The ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument should be moved to the communication, information, technology, numerical section		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Illustrate self-professional development commitments.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the	Enforcing deadlines and rules mentioned in the syllabus.

		course syllabus, which is given to students at the beginning of each term.	
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	**Communication, Information Technology, Numerical**		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using any means of communication in class or outside class.	Class presentations Group work Journals
4.2	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
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	1st midterm	End of week 7 (after OE)	15%
2	Papers and Presentations	Week 8	10%
3	2nd midterm	12	15%
4	Weekly Quizzes and written translation assignments	throughout	20%
5	Final	End of term	40%

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)   Students, however, pop in whenever it's convenient on an informal basis

E Learning Resources

1. List Required Textbooks   Algeo, John (2009). The Origin and Development of the English Language. Fort Worth, USA: Harcourt Brace.
1.   List Essential References Materials (Journals, Reports, etc.)   Baugh & T. Cable. (2010) A History of the English Language Routledge and Kegan Paul (Chapters 3,5 &6)   David Crystal (2004). The Stories of English. Woodstock: Overlook Press .   Charles Barber (2009) The English Language: A Historical Introduction
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.   Signed Student Code of honor explained during student orientation to university to protect against plagiarism

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.)   **Lecture rooms large enough to hold 30 – 40 students**
2. Technology resources (AV, data show, Smart Board, software, etc.)   **Laptop computer – projector system**
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   **None**

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class   2. End of term college evaluation of course by students (to be collected by the department)   3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better   4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each others' students on specific points outlined by the department and the instructor being evaluated
2.   Other Strategies for Evaluation of Teaching by the Program/Department Instructor   1. Peer evaluation to benefit from viewpoints of other faculty members   2. Class observations by coordinators or Head of department
3.   Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given
4. Encouragement of faculty members to attend professional development conferences.
5. Keep up to date with pedagogical theory and practice
6. 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. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.
2. Check marking of a sample of examination papers by another faculty member.
3. 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.
1. Compare syllabi and course description with other universities
2. Biannual meetings of faculty members to discuss improvement
3. Review curriculum periodically and suggest improvements

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____