



Universidad
de Alcalá

GUÍA DOCENTE

HISTORIA DE LA LENGUA INGLESA // HISTORY OF THE ENGLISH LANGUAGE

Grado en *Estudios Ingleses*
Universidad de Alcalá

Curso Académico 2021/2022
Curso 3^o – Cuatrimestre 1^o

GUÍA DOCENTE

Nombre de la asignatura:	Historia de la Lengua Inglesa / History of the English Language
Código:	251018
Titulación en la que se imparte:	Grado en Estudios Ingleses
Departamento y Área de Conocimiento:	Dpto. Filología Moderna Filología Inglesa
Carácter:	Obligatorio
Créditos ECTS:	6
Curso y cuatrimestre:	Curso 3º / Cuatrimestre 1º
Profesorado:	Isabel de la Cruz Cabanillas
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This subject provides a general overview of the changes which have taken place in the English linguistic system from its beginnings until our present day, as evidenced in written texts. Students will acquire specific knowledge and skills helpful to understand how linguistic structures and uses of English have evolved in time; to discover how current linguistic methodology is applied to the description of language change; to gain access to non-edited versions of historical texts; and to present exceptions as past regularities of the English linguistic system in the EFL classes.

COURSE SUMMARY

History of the English language is a compulsory 6-ECTS course included in the first semester - third year of the Degree in English Studies. The subject provides a general overview of the changes which have taken place in the English linguistic system from its beginnings until our present day, as evidenced in written texts. The main concepts covered are the following: Historical linguistics and other related disciplines, the configuration of Old English as a mixture of the languages spoken by the first settlers in Britain; the shift of English from a synthetic to an analytic language. Other aspects are the rising of a standard in Middle English and how it evolved into Present Day English at all levels of linguistic analysis. This subject will help students to understand exceptions as well as regularities of the English linguistic system. This knowledge can be applied to their own learning of English or to the teaching of English as a Foreign Language.

Prerequisites

Since the contents of the course, the class discussions and all activities will entirely be taught in English, following the criteria established by the Department of Modern Philology, students will be expected to have acquired a B2.2 or above (Common European Framework).

2. COMPETENCES

Generic Competences

1. To use web-based and other bibliographical sources to find reliable information.
2. To present information, analysis and conclusions in a convincing manner.
3. To develop the skills of analysis, argumentation, inference and abstract thinking.
4. To develop the student's own autonomy as learners.
5. To develop scientific knowledge of English through time.

Specific competences

1. To show command of the main concepts and terminology related to the History of the English Language.
2. To be able to understand how the language system worked in the previous periods of the language.
3. To be able to produce descriptions of the grammatical system in Old, Middle and Modern English.
4. To be able to infer rules (phonographic, morphological or syntactical) from a set of examples.
5. To be able to read and translate texts belonging to different stages of the history of English.

3. CONTENTS

Units
1. Historical linguistics and language change
2. The Indo-European family of languages
3. The external history of the English language
4. Old English
5. Middle English
6. Early Modern English and afterwards

4. TEACHING AND LEARNING METHODS

4.1. Student workload: 150 hours

Class contact hours: 35	15 lectures; 15 seminars; 2 workshops; 3-hour exam
Independent study hours: 115	Preparation of exam, assignments and activities. Connection to Blackboard to complete assignments and activities on History of the English Language. Consultation of several sources (both print and online ones).
Total hours: 150	150

4.2. Learning activities, materials and resources

Face-to-face sessions and virtual interaction: Lectures, Seminars and Workshops	<p>Lectures: Teacher's presentation and group discussion of theoretical issues.</p> <p>Seminars: practice of written exercises and analysis and translation of texts. Oral discussions of assignments.</p> <p>Workshops: oral presentations of specific group assignments.</p> <p>Blackboard: the teacher will design the activities and make them available on the virtual learning environment, following up the whole process through Blackboard tools such as email, discussion groups and monitoring students' progress via the Grade Centre. Students must access Blackboard to be able to complete the tests and the other assignments on a regular basis.</p>
Autonomous work	<p>Readings.</p> <p>Connection to Blackboard to complete assignments and activities on History of the English Language; preparation of activities, essays and exam.</p>

5. ASSESSMENT

Assessment criteria

Evaluation will measure students' knowledge of the history of the English language, as well as their ability to self-direct their studies, and their awareness of the processes involved in the changing nature of a language. Therefore, the following criteria will be taken into account:

- Ability to plan and monitor one's learning.
- Ability to present information in a clear and coherent manner.
- Understanding of the former linguistic stages of English.
- Ability to infer rules related to the phonographic, morphological and syntactical planes of the language.
- Lexical range and appropriateness of lexis used.
- Ability to understand a variety of texts belonging to different periods of the history of English.

Assessment will be based on these criteria:

- Class attendance and participation with coherent and valuable contributions.
- Acquisition, understanding and application of the concepts covered in each unit, together with originality of ideas in assigned tasks and in the written exam.
- Achievement of the generic and specific competences.

Assessment procedures

Assessment will be continuous, so regular work, participation in class and attendance will be compulsory (a minimum of 80% is required for the face-to-face sessions and 100% for the workshops). The practical part is worth 60%, distributed as follows:

- Attendance to class-sessions (minimum 80% of the sessions) and meaningful participation with valuable contributions: 10%
- Submission of papers and tests: 50%

Additionally, there will be a final exam with questions on the theoretical contents, which will be worth 40% of the final mark. Students should have acquired the required level in each of the competences specified in this syllabus and subsequently, they must obtain a score of 5/10 in each part, according to the standing legislation.

For those students who have requested exemption due to special circumstances from the continuous assessment process and have been thus authorised by the Dean of the Faculty, there will be one final summative exam (100% of the mark) over the material covered in the course. The exam will consist of two parts: questions about the theoretical contents (40%) and practical exercises as well as texts to be

translated and analysed in the practical part (60%). Students must obtain a score of 5/10 in each part. Students, who do not pass the subject in January, will have the chance to re-sit a complete final exam in June. The exam will be structured in the same way as the final ordinary exam.

Language performance (in grammar, lexis and spelling) will be taken into account for the final mark for all students. Thus, a good level of English will be required and assessed along the course through the oral participation in class, in the writing of essays or papers, and in the final exam, according to the standards established by the Department of Modern Philology.

Plagiarism will not be tolerated. Those students who commit plagiarism in any of the activities mentioned above will get a fail mark in the corresponding activity. Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the subject.

Marking criteria

- Outstanding (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.
- Excellent (SB): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion in seminars, with almost no absences. They obtain excellent results in the exams.
- Very Good (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.
- Satisfactory (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.

Fail (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they

come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

6. BIBLIOGRAPHY

Basic Bibliography

- Brinton, L. J. & L. K. Arnovick (2011) *The English language: a linguistic history*. Oxford: Oxford University Press. 2nd ed.
- De La Cruz Cabanillas, I. & J. Martín Arista (eds.) (2001) *Lingüística Histórica Inglesa*. Barcelona: Ariel.
- Gramley, S. (2012) *The History of English*. London: Routledge.
- Mitchell, R. & F. C. Robinson (1987) *A Guide to Old English*. Oxford: Blackwell.
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Additional Bibliography

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- Barber, C. L. (1997) *Early Modern English*. Edinburgh: Edinburgh University Press.
- Conde Silvestre, J. C. & A. Sánchez (1996) *An Introduction to the History of the English Language: Old English*. Vol I. Murcia: ICE.
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- Kytö, M. & P. Pahta (eds.) (2016) *The Cambridge Handbook of English Historical Linguistics*. Cambridge: Cambridge University Press.
- Tieken-Boon van Ostade, I. (2009) *An Introduction to Late Modern English*. Edinburgh University Press.
- Seargant, P. & J. Swan (2011) *English in the World: History, diversity, change*. London: Routledge.

Dictionaries

- Middle English Dictionary* available at <http://quod.lib.umich.edu/m/med/>
- Weiner, E. S. C. et al. (ed.) (2000-) *Oxford English Dictionary*. Oxford: Oxford University Press. Online version available at: <http://www.oed.com/>

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.