

## نموذج توصيف المقرر

كلية : التربية

جامعة : الفيوم

Programme(s) on which the course is given : ليسانس الآداب والتربية تخصص اللغة الإنجليزية - تعليم أساسي

Major or Minor element of programmes : **Major**

Department offering the programme : الأقسام التربوية بكلية التربية + قسم اللغة الإنجليزية بكلية الآداب

Department offering the course : English Language Department

Academic year / Level : **second Year – First Term.**

Date of specification approval : ٢٠٠٨/١٠/٢٠

### H- Basic Information:

Title: History of English language.

Code: Eng. 15214.

Credit Hours: ----

Lecture: 3 hours.

Tutorial:----

Practical: -----

Total: 3 hours weekly.

Total: 42 hours.

### B-Professional Information:

#### 1 – Overall Aims of Course:

- enhancing Ss ability to read literary works that represent different movements and periods.
- developing students' awareness of different periods of history and their effect on the formation of language.
- Analyzing the use of variant forms of the English language exemplified in a group of literary works.
- familiarizing Ss with different means of expression and the major movements in language development.

## **2 – Intended Learning Outcomes of Course (ILO's):**

**By the end of this course, students will be able to:**

### **A-Knowledge and Understanding:**

A- 5- 1 define methods of comparative reconstruction, specify its value in the history of languages.

A- 5- 2 specify the major eras of western civilization (dark ages – medieval – renaissance,...etc.)

A- 5- 3 discuss why language are similar and why they differ from each other.

A- 5- 4 describe how language families arise i.e. dialects that become different languages.

A- 5- 5 recognize the place of English in the Indo-European family of languages

A- 5- 6 discuss the genitic relationship between English and other languages.

### **B -Intellectual Skills:**

B- 3- 1 Contrast the "tree/ divergence" and "wave/ convergence" models of language change.

B- 3- 2 sketch how kinds of contact between result in language contact.

B- 3- 3 review variant notions such as super stratum, substratum and adstratum relationships.

B- 3- 4 illustrate the exact nature of the relationship of English to Latin.

B- 3- 5 examine the changes occuring when the first golden age was brought to an end by the viking.

B- 3- 6 inspect the role of religion in the development of literacy and literature in old English.

### **C -Professional and Practical Skills:**

C- 3- 1 evaluate the role of the danelaw, its significance and role in English language change.

C- 3- 2 apply the characteristics of language change during the first golden age to the forms of literature existing at the time.

C- 3- 3 reflect on the relationship between the contacts outcomes and the relations among different peoples.

C- 3- 4 devise examples of loanwords from the Latin and Norse.

C- 3- 5 Carry out an analysis of the political ties between England and France and how it changed throughout the middle English period.

C- 3- 6 give examples of new spellings introduced by French scribes compared to the old methods of spelling.

### **D - General and Transferable Skills**

D- 2- 1 analyzing the language system at variant periods.

D- 1- 1 compare new and old forms of the language.

D- 2- 2 evaluate the current language.

D- 4- 1 work in groups to share ideas.

D- 6- 1 use the computers in collecting information about language development.

### **3. Contents**

<b>Topics actually taught</b>	<b>No. of hours</b>	<b>Lecture</b>	<b>Practical</b>
Indo-European language.	<b>9 hours</b>	<b>9</b>	---
Germanic and the first sound shift.	<b>9 hours</b>	<b>9</b>	---
Old English.	<b>6 hours</b>	<b>6</b>	---

Middle English.	<b>9 hours</b>	<b>9</b>	---
Differences between American and British English.	<b>9 hours</b>	<b>9</b>	---

#### **4 - Teaching and Learning Methods:**

4.1- Presentations.

4.2- Summary.

4.3- Reading in-and out-of-class.

4.4- Brain storming.

4.5- Lectures.

4.6- Discussions.

#### **5- Student Assessment Methods:**

5.1 Term paper: to assess Ss. advance in ability and understanding.

5.2 Quiz: to assess Knowledge and Understanding

5.3 Semester Work: to assess students achievement.

5.4 Final test: to assess students achievement regarding ILO,s.

#### **Assessment Schedule :**

Assessment 1: Term paper: week 6.

Assessment 2 :Quiz: every week.

Assessment 3 :Semester work: Week 9.

Assessment 4 :Final test: Week 14.

#### **Weighting of Assessments:**

Mid-Term Examination.	<b>80%</b>
Final-term Examination.	-
Oral Examination.	-
Practical Examination	-
Semester Work.	<b>20%</b>
Total .	<b>100%</b>

#### **6- List of References:**

##### 6.1- Course Notes

- **Introduction to Language** :(Notes provided by instructor).....

##### 6.2- Essential Books (Text Books):

- Fisiak, J.; Hickey, R. and Pippel, S. (1997). Language history and linguistic modelling: a Festschrift for Jacek Fisiak on his 60<sup>th</sup> birthday. Vol.1

##### 6.3- Recommended Books:

- Purdom, C.B.,A. (1996) Guide to the history of language.
- Sihter, A.L. (2000) Language history: an introduction. Library of Congress.
- Braunmuller, K. and Ferraresi, G. (2003). Aspects of multilingualism in European Language history. Labrary of Congress.

#### 6.4- Periodicals, Web Sites, ... etc

- <http://www.britannia.com/history/docs/tacitus.html>.
- <http://trussel.com/kir/tip.htm>.
- <http://www.saintjohnsbilbe.org/>

#### 7- Facilities Required for Teaching and Learning

- Appropriate teaching accommodations, Videos of the plays taught, big class rooms, enough chairs, white boards PC and datashow.

**Course Coordinator:** Dr. Mohamad Hassan.

**Date:**

**Head of Department:** : Dr Ahmed Abdel Salam

**Date:**