



## Teaching Guide

Identifying Data					2015/16
<b>Subject (*)</b>	Historia da Lingua Inglesa	<b>Code</b>	613G03038		
<b>Study programme</b>	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Graduate	1st four-month period	Fourth	Obligatoria	6	
<b>Language</b>	Galician				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Filoloxía Inglesa				
<b>Coordinador</b>	Soto Vazquez, Adolfo Luis	<b>E-mail</b>	luis.soto@udc.es		
<b>Lecturers</b>	Soto Vazquez, Adolfo Luis	<b>E-mail</b>	luis.soto@udc.es		
<b>Web</b>					
<b>General description</b>	Development of the English Language				

## Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.

## Learning outcomes

Learning outcomes	Study programme competences		
Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria	A1		
Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual	A2	B1	
Manexar ferramentas, programas e aplicacións informáticas específicas.		B2	
Ser capaz de comunicarse de maneira efectiva en calquer contorno.		B4	
Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.		B6	
Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.	A2		
Elaborar textos orais e escritos de diferente tipo en lingua galega estranxeira.	A9		
Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.	A10		

## Contents

Topic	Sub-topic



Introduction	Phonology and Morphology
The place of the English in Germanic and Indo-European	Semantics and Vocabulary: Foreign influence
The Old English period	The stratification of the Old English Vocabulary
The Middle English period	Syntax and word order
The Modern English period	Old English Dialects
	The spread of French and English
	The decline of French in England
	The linguistic influence of the Conquest
	The Rise of a London Standard
	Phonology and Morphology
	Semantics and Vocabulary
	Syntax and Word order
	Loan words and word formation
	The study of geographical variation in Middle English
	Varieties of Early Modern English
	Attitudes to English
	Sounds and spellings: The Great Vowel Shift
	Loan words and word formation

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1	21	0	21
Case study	A2	2	28	30
ICT practicals	A9	0	48	48
Oral presentation	B4	4	0	4
Objective test	A10	2	0	2
Glossary	A21	2	20	22
Directed discussion	B6 B2	5	0	5
Critical bibliographical	B1	0	6	6
Document analysis	A1	0	5	5
Personalized attention		7	0	7

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Teacher-guided discussion and debate of primary texts and their problems
Case study	Critical reading and analysis of primary texts in class.
ICT practicals	Writing of essays in English in response to reading of primary texts.
Oral presentation	Oral exposition of the writing essays.
Objective test	List of questions chosen from the primary texts
Glossary	List of words taken from the primary texts
Directed discussion	Teacher-guided discussion on primary texts.
Critical bibliographical	Analysis of bibliographical sources.
Document analysis	Comment on relevant texts

Personalized attention	
Methodologies	Description



Glossary	Teacher-guided discussion and debate of primary texts and their problems.
ICT practicals	
Objective test	Critical reading and analysis of primary texts in class.
Case study	
Guest lecture / keynote speech	Writing of essays in English in response to reading of primary texts.
Oral presentation	Oral exposition of the writing essays.
	List of questions chosen from the primary texts.
	Lists of words from the primary texts
	Critical analysis of primary texts and brief exploration of bibliographical resources

Assessment			
Methodologies	Competencies	Description	Qualification
Glossary	A21	List of words and their meaning taken from the primary texts	5
ICT practicals	A9	Writing of essays in response to the reading of primary texts	30
Objective test	A10	List of questions chosen from the primary texts	30
Case study	A2	Class discussion of texts with short written exercises.	25
Oral presentation	B4	Presentation of the essays in class	5
Directed discussion	B6 B2	Comentario sobre textos relevantes dirixidos por o profesor	2
Document analysis	A1	Análise crítica de textos importantes das fontes bibliográficas.	3

Assessment comments
<p>Class discussion of texts with short written exercises will be worth 25% of your final grade.</p> <p>The first essay (500-750 words will be worth 10% of your final grade. The second essay (1000-1200) will be worth 20% of your final grade.</p> <p>A final exam (objective test) covering all course work. This will be 30 per cent of your final grade. Oral presentation, glossary, document analysis and directed discussion will be 15 per cent of your final grade.</p> <p>All evaluated work must score at least 4/10. You must do at least 50 per cent of the work required to be eligible for a final grade. If you fail to pass either the final exam, your essays, the short written exercises or the oral presentation, these parts must be repeated in the July exam period.</p> <p>Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.</p>

Sources of information



<b>Basic</b>	<ul style="list-style-type: none"><li>- Barber, C. (1997). The English Language: A Historical Introduction. Cambridge</li><li>- Barber, C. (1997). Early Modern English. Edimburgh: Edimburgh UP.</li><li>- Baugh, A. &amp; Cable, T. (2010). A History of the English Language. London: Routledge</li><li>- Blake, N.F. (1996). A History of the english Language. . London: Macmillan Press</li><li>- Freeborn, D. (1998). From Old english ro Standard Englisf. London: Macmillan Press.</li><li>- Hogg, R.M. et Al. (1992). The Cambridge History of the English Language. Cambridge: Cambridge UP.</li><li>- Pyles, T. &amp; Algeo, J. (1993). The Origins and development of the English Language. New York: Harcourt Brace Jovanovich Publishers</li><li>- Ramat, G. &amp; Ramat, P. (eds). (1998). The Indo-European Languages. London: Routledge</li><li>- Sweet, H. (1998). Anglo-Saxon Reader in Prose and Verse. Oxford: Clarendon Press</li></ul> <p>&lt;br /&gt;</p>
<b>Complementary</b>	

### Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.