



Teaching Guide

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

Study programme competences / results

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

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.