Teaching Guide				
Identifying Data				2019/20
Subject (*)	History of the English Language		Code	613G03038
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Lecturers	Lezcano Gonzalez, Emma	E-mail	emma.lezcano@udc.es	
Web				
General description	The course aims at providing the student with the basic concepts and methodologies of diachronic linguistics and how they can be applied to 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.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
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.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
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.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

Learning outcomes			
Learning outcomes	Study programme competences		
To know and apply the methods and techniques of libguistic analysis to texts from different historical periods	A1 A20		

To be familiar with the linguistic theoretical approaches in that influenced the development of philology and historical linguistics	A3	B1 B7	
To be familiar with the historical evolution of the English language	A17 A21		
To be familiar with the sociolinguístic situation of English	A19 A20 A21		C4 C6
To be able to cmmunicate correctly both orally and in writing	A6 A18	B4	C2
To be able to organise own's tasks as well as to plan working time and to solve problems in an effective way		B6	
To be able to speak and write in different registers in English	A9		
To be able to interpret texts from different periods in the history of English according to different levels of analysis (morofologica, fonological, sintactic, etc)	A2 A10 A11 A14 A15		
To use specific tools, applications and software		B2	

Contents	
Topic	**Sub-topic**
Hypotheses on the origin of language	Continuist theories Discontinuist theories Language as an innate faculty Language as a social construct
Basic concepts	The periods of the history of English
Language change and language variation	What is language change? Theoretical frameworks for its study
The methods of historical linguistics	Comparison Reconstruction
language diversity and grouping	Cognates Attested forms and languages
Indoeuropean and its dialects	External history Satem languages and centum languages Sound change in Indoeuropean Indouropean morpology The Indoeuropean lexicon
The place of English in the Indoeuropean context and the dialects of Common Germanic	Germanic innovations in the lexicon Germanic innovations in phonology: stress, Grimm's and Verner's laws Germanic syntax
Germanic dialects	Features of East Germanic Features of North Germanic Features of West Germanic
West Germanic innovations	Phonological innovations Morphologival innovations Lexical innovations
Old English	External history Old English lexicon: external history and borrowing Spelling and phonology Morphological features Old English syntax Old English dialects

Middle English	External history Sound change and its consequences The morphological simplification of English Syntax, word-order and analytic processes in Middle English Diatopic variation
The standard	Theories accounting for the rise of a standard variety
Early Modern English	External history Attitudes towards English English vs Latin The spread of literacy The enlarging of Vocabulary The language debates The dictionary makers Grammars and prescriptivism The Great Vowels Shift and the spelling reform Diastratic variation The geographical spread of English
Late Modern English	External history Perfecting English Registers and variation

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A9 A11 B1 B6	2	2	4
Guest lecture / keynote speech	A3 A14 A17 A19 A20 A21 B2 B7 C6	21	42	63
Workbook	A11 A14	0	20	20
Collaborative learning	A9 B6 C4 C6	7	10	17
ICT practicals	B1 B2	0	6	6
Objective test	A1 A2 A3 A6 A9 A15 A17 A18 A19 A20 A21 B7 C2	2	10	12
Seminar	A1 A2 A6 A10 A15 A18 B4 C2 C4	14	7	21
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
Introductory activities	Students will have to revisa some materials on Moodle and answer some questions as part of a warm-up activity
Guest lecture / keynote speech	The teacher will explain those issues students must know in order to attain the competences specific for this subject. Llikewise, there will be some interaction in order to check whether students have obtained the abilities and knowledge they should on their own.
Workbook	Students must do some readings the teacher will upload to Moodle or some others they must find themselves in the library/on the Internet as part of their self-learning process
Collaborative learning	Students will have to work in groups to find sources and be prepared for the activities to be held in seminars and interactive sessions.
ICT practicals	Students will make some on-line (Moodle) and off-line activities

Objective test	Sstudents will sit for an exam which will consist of several types of questions (short, long, development of a particular topic) and maybe the linguistic analysis of a text fragment
Seminar	We will work on case studies and real texts in order to detect and apply all the phenomena and aspects dealt with in lectures

Personalized attention	
Methodologies	**Description**
ICT practicals Seminar Collaborative learning	All activities imply some kind of personalised attention on the part of lecturers either in the classroom, during office hours or by e-amail. Students with special needs are kindly asked to contact the teacher as soon as possible as well as the ADI (unidad de atencióan á diversidade) at UDC.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Objective test	A1 A2 A3 A6 A9 A15 A17 A18 A19 A20 A21 B7 C2	All students will have to sit for a fianl exam in the offical date in January. The lowest possible mark to be taken into consideration together with the marks for other activities is 4 (out of ten) .	50
Seminar	A1 A2 A6 A10 A15 A18 B4 C2 C4	Students may have to solve some problem or do some test in the classroom, at home or via Moodle.	30
Workbook	A11 A14	Studants may be qualified by some activities relating to the readings they have to do either in the classroom or at home.	20

Assessment comments
Students will be evaluated throughout the course with no more than four activities as well as by means of a final exam. In order to pass this course, students must have at least a score of 4 out of 10 in the exam. They must have also handed in and passed half the required activities. Deadlines for assignments are strict. Late arrivals will be penalised (25% of the mark), unless they are duly justified. Pieces of work including plagiarised material will be marked with 0. To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities. There will be apenalisation as well if the student does not show a good command of English, the one required according to the Memoria de Verificación. The students who do not attend the official exam in January or July will be given a grade of NP (absent) if they have not handed in more than 50% of the continuous assessement activities. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity. July opportunity: Students who do not pass in January will have another opportunity in July in which both the final exam (50%) and an activity (50%) will be taken into account. Students who have previously passed the activities for continuous evaluation will not have to hand it in again. Part-time students who have been granted officially "dispensa académica" (exemption) as stated in the University regulations will be evaluated in either of the opportunities according to the criteria established for the second opportunity (July). Part-time students with "dispensa académica" must contact the teacher at the beginning of the first semester (imoskowich@udc.es).

Sources of information

Basic	- Campbell, L (1998). Historical Linguistics. An Introduction. . Edinburgh: Edinburgh University Press - Crowley, T. (1992). An Introduction to Historical Linguistics. Oxford: OUP (90-132). - Fernández, Francisco (1982). Historia de la lengua inglesa. Madrid: Gredos - Freeborn, Dennis (1998). From Old english ro Standard Englisf. London: Macmillan Press. - Hogg, Richard.M. et al. (eds) (1992). The Cambridge History of the English Language. Cambridge: Cambridge UP. - Millward, Celia M. and Hayes, Mary (2012). A Biography of the English Language. Wadsworth, Cengage learning - Morgan, Kenneth O. (ed.) (2001). The Oxford History of Britain. Oxford University Press - Moskowich, Isabel (1999). An(other) introduction to old English for non-English speaking students. Santiago de Compostela: Tórculo - Pyles,T.and Algeo, J. (1993). The Origins and development of the English Language. New York: Harcourt Brace Jovanovich Publishers - Tejada Caller, Paloma (1999). El cambio lingüístico. Claves para interpretar la lengua inglesa. Alianza. Madrid: Alianza - Sankoff, Gillian (2001). Linguistic Outcomes of Language Contact. In In Peter Trudgill, J. Chambers & N. Schilling-Estes, eds., Handbook of Sociolinguistics.. Oxford: Basil Blackwell (638-668)
Complementary	- Barber, Charles (1997). The English Language: A Historical Introduction. Cambridge - Barber, Charles (1997). Early Modern English. Edinburgh University Press - Baugh, A.; Cable, T. (2010). A History of the English Language. London: Routledge - Bourcier, George (1981). Introduction to the History of the English Language. Dufour Editions - Moskowich, Isabel (2012). Language contact and vocabulary enrichment : Scandinavian elements in Middle English/. Bern: Peter Lang - Ramat, G. & Ramat, P. (eds). (1998). The Indo-European Languages. London: Routledge - Soul, Nigel (ed.) (1997). The Oxford illustrated history of medieval England. Oxford University Press - Whitelock, Dorothy (1976). The beginnings of English Society. Penguin Books

Recommendations
Subjects that it is recommended to have taken before
Lingua Inglesa 1/613G03003 Lingua Inglesa 2/613G03008 Lingua Inglesa 3/613G03015 Lingua Inglesa 4/613G03019 English Phonetics/613G03023
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments
A good linguistic competence in English is recommended sincce grammar errors, non-English word-order and lack of agreement will be penalised.

(*)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.