



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



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Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 13/10/2019
College/Department: College of Languages and Translation / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: History of the English Language / ENG 424			
2. Credit hours: Two hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
B.A. in English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 7 / 4 th year			
6. Pre-requisites for this course (if any): Syntax / ENG 237 English Phonetics and Phonology / ENG 239 Semantics / ENG 363			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B. Objectives

1. What is the main purpose for this course?

To acquire a basic knowledge of the historical development of the English language and the most important historical events that left an impact thereon. Hence by the end of term the student should be able to:

- 1- Trace the English language back to its early beginnings
- 2- Know the characteristics of the Indo-European family of languages
- 3- Acquire rudimentary knowledge of Old English
- 4- Be familiar with foreign influences on Old English
- 5- Assess the impact of the Norman Conquest on the development of English and the use of French
- 6- Study the consonant shifting between Germanic and Indo-European languages
- 7- Explain Grimm's Law and Verner's Law
- 8- Illustrate how English was re-established 1200-1500
- 9- Form a good idea about Middle English
- 10- Recognize the influence of Chaucer on Middle English
- 11- Have an idea about the recent developments in Modern English
- 12- Trace the difference between American and British English.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

There is a tendency to trace the mutual relationship between Arabic and English in various stages with a view to finding the genetic link, if any, between these two languages.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This is a two-hour course that introduces the student to the historical developments of the English language. The student is introduced first to the Indo-European family of languages, Grimm's Law, Verner's Law, the Roman Conquest of England, Old English, the Scandinavian invasion (the Saxons, Jutes, Angles, and Frisians), the Norman Conquest of 1066, foreign influences on Old English, Latin and Germanic influence (the Celts, Romans and the Scandinavians). In addition, the student should learn something about the historical events that influenced the development of English including the settlement of the Danes in England before the Norman Conquest. The use of French in England after 1066 is an important subject. The student should know that English was in danger of being extinct and was losing ground to French before it was revived in the 14th century. Changes in Middle English are extensively dealt with and an excerpt from Chaucer's Canterbury Tales is also in order. Modern English constitutes the last part of the course where the student is introduced to the modern varieties of English such as American and Australian English.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Unit 1 Present-day English and the future of English	1	2 hours
Unit 2 The Indo-European family of languages, Grimm's Law	2	2 hours
Unit 3 Old English, the Roman invasion	3	2 hours
Unit 4 Foreign influences on English – the Celtic influence	4	2 hours
Unit 5 The Scandinavian invasion (The Jutes, the Angles, the Teutons, and the Saxons)	5	2 hours
Unit 6 The Norman Conquest and the use of French	6-7	4 hours
Unit 7 The re-establishment of English 1200-1500	8-9	4 hours
Unit 8 Middle English (1)	10	2 hours
Unit 9 Middle English (2)	11	2 hours
Unit 10 The Renaissance, 1500-1650	12	2 hours
Unit 11 The 19 th century and after	13	2 hours
Unit 12 The English language in the United States.	14	2 hours
Unit 13 English Dialects	15	2 hours

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30					30
	Actual	30					30
Credit	Planned	2 hours					2 hours
	Actual	2 hours					2 hours

3. Additional private study/learning hours expected for students per week.	2
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column. First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge By the end of the course, students will be able to:		
1.1	List the main development stages of the English language		
1.2	Outline the Indo-European family of languages, Old English, Middle English and the foreign influences on the English language as well as Grimm's Law and Verner's Law	- Class lectures - Class discussion - PP presentations	- Quizzes - Mid-term exam - Term paper - Final
1.3	Recognize the various foreign influences on the English language		
2.0	Cognitive Skills By the end of the course, students will be able to:		
2.1	Explain the reason for similarity between English and other languages, especially French.	- Class lectures - Class discussion - PP presentations	- Quizzes - Mid-term exam - Term paper - Final
2.2	Recognize the concept of cognate languages that are genetically related		
3.0	Interpersonal Skills & Responsibility By the end of the course, students will be able to:		
3.1	Show reasonable understanding of the various stages of the history of English.	- Class lectures - Class discussion - PP presentations	- Quizzes - Mid-term exam - Term paper - Final
3.2	Modify their preconceived ideas vis-à-vis language change and language difference throughout time		
4.0	Communication, Information Technology, Numerical By the end of the course, students will be able to:		
4.1	Research using search engines and trusted sites vis-à-vis the history of English.	- Mixed learning (class and online) - Class discussion - PP presentations	- Presentation - Term paper
4.2	Demonstrate effectively their research potentials and show their ability to make use of available media especially in comparative linguistics.		
5.0	Psychomotor N/A		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	4	5%
2	Midterm	7	20%
3	Presentation	9	5%
4	Term paper	11	10%
5	Final	16	60%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Two office hours per week.

E Learning Resources

1. List Required Textbooks

Albert C. Baugh and Thomas Cable (2002). *A History of the English Language*. Routledge

2. List Essential References Materials (Journals, Reports, etc.)

Robert McCrum, William Cran and Robert MacNeil, *The History of English*
W.F. Bolton, *A Living Language: The History and Structure of English*

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

<http://www.ncte.org/email.aspx?ref=73&page=http%3A//www.ncte.org/journals/ej>
<http://www.ncte.org/journals/ej>
Englishjournal@ncte.org

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

None

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> - Lecture rooms - Smart board
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - A class computer. - Data Show Projector. - Smart Board-equipped Classrooms
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Formal, anonymous course evaluations by students at the end of course.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department In-class direct feedback
3. Processes for Improvement of Teaching Using linguistic isoglosses and geographical maps to illustrate various linguistic changes.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) <ul style="list-style-type: none"> - Identify rubrics for each students' activity or assignment - Checking grading of a sample of examination papers either by a resident or visiting faculty member.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. None



Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

