

Course Syllabus

1	Course title	History of English Language
2	Course number	2201704
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master's Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Delivery method	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E-learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	December 2023

18. Course Coordinator:

Name: Dr. Marwan Jarrah

Office hours : Sunday, Tues 12:30- 1:30 , Mon 4:30 – 5:30

Email address:: m.jarrah@ju.edu.jo

19. Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

20. Course Description:

As stated in the approved study plan.

This course discusses the development of the English language and the earliest historical records through to the present day. It also offers students with the general principals of historical linguistics research as they apply to change in English phonology, morphology, syntax and semantics. It will provide a broad overview of the development of both standard and non-standard varieties of English from Old English to Middle English. Attention in this course will be focused on the external factors in the development of English, British English in early modern times, late modern English, phonological change in English, the history of English words, syntactic change in English, morphosyntactic change in English, and semantic and morphological change in English.

21. Course aims and outcomes:

A- Aims: Program learning out comes (PLO's)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

22. Topic Outline and Schedule

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References	
1	1.1	The development of the English in British Isles after 449	1-5	Face to face meeting	Midterm + Term Paper	The Adventure of English 500AD to 2000	
2	2.1	The development of the English in British Isles after 449	1-5	Face to face meeting	Midterm + Term Paper + Presentations	The Adventure of English 500AD to 2000	
3	3.1	The development of the English in British Isles after 449	1-5	Face to face meeting	Midterm + Term Paper + Presentations	The Adventure of English 500AD to 2000	
4	4.1	The spread of English through migration to North America and elsewhere	1-5	Face to face meeting	Midterm + Term Paper + Presentations	The Adventure of English 500AD to 2000	
	4.2	The spread of English through migration to North America and elsewhere	1-5	Face to face meeting	Midterm + Term Paper + Presentations	The Adventure of English 500AD to 2000	
5	5.1	The spread of English through migration to North America and elsewhere	1-5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to 2000	
5	5.2	The Mid-term Exam					

6	6.1	The spread of English to non- English speaking through colonization	1-5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to 2000
6	6.2	The spread of English to non- English speaking through colonization	1-5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to 2000
6	6.3	The spread of English to non- English speaking through colonization	4,5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
7	7.1	The development of standard English	4,5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
7	7.2	The development of standard English	4,5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
7	7.3	The development of standard English	4,5	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
8	8.1	The development of standard English	6,7	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
8	8.2	The development of standard English	6,7	Face to face meeting	Final + Term Paper + Presentations	The Adventure of English 500AD to
8	8.3	The development of	6,7	Face to face	Final + Term Paper +	The Adventure of

		standard English		meeting	Presentations	English 500AD to
9	9.1	Final Exam				

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

23. Evaluation Methods:

Opportunities to demonstrate achievement of the CILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Course Learning outcome	Period (Week)	Platform
Term Paper	15	The student's choice	1-6	1-16	E-Learning
Presentations	15	The student's choice	1-6	1-16	On campus
Midterm Exam	30	1-7	1-6	1-7	On campus
Final Exam	40	1-16	1-6	1-16	On campus

Rubric for presentation tasks:

Criteria	15	13	12	10	8-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is	Understanding of the topic is demonstrated and most of the questions from the audience are answered	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.

	presented.	correctly. A thesis is presented.	thesis is somewhat presented.	presented.	
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24. Course Requirements:

Students should have the assigned textbook.

25. Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

F- Available university services that support achievement in the course:

26. References:

A- Required book(s):

Brinton, L. J., & Arnovick, L. K. (2011). *The English language: A linguistic history*, 2nd Edition. Oxford University Press.

B- Reference List:

Baugh, A., & Cable, T. (1993). *A history of the English language*. Routledge.

Chambers, R. (1837). *History of the English Language and Literature*. E. Hopkins.

Crystal, D. (2018). *The Cambridge encyclopedia of the English language*. Cambridge university press.

Emerson, O. F. (1897). *A brief history of the English language*. Macmillan.

Hogg, R. M. (Ed.). (1992). *The Cambridge history of the English language* (Vol. 1). Cambridge University Press.

Kroch, A. S. (1989). Reflexes of grammar in patterns of language change. *Language variation and change*, 1(3), 199-244.

Pope, R. (2005). *The English studies book: An introduction to language, literature and culture*. Routledge.

Toller, T. N. (1900). *Outlines of the History of the English Language*. Macmillan.

Visser, F. T. (1963). *An historical syntax of the English language* (Vol. 1). Brill Archive.

27. Additional information:

Name of Course Coordinator: Dr. Marwan Jarrah -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: Dr. Marwan Jarrah ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----