COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Programme :	English Language (B.A. Programme)
Course Title and Code :	**Historical and Comparative Linguistics (ENGL 422)**
Specification Approved Date :	/3/1440 H, 18/2/2019

A. Course Identification and General Information

1 - Course title : **Historical Linguistics and Comparative linguistics**	Course Code: ENGL 422
2. Credit hours : (**3hrs**)	
3 - Program(s) in which the course is offered: English language	
4 – Course Language : English	
5 - Name of faculty member responsible for the course: Dr. Abdelmagid Abdelrahman	
6 - Level/year at which this course is offered : 7th Level	
7 - Pre-requisites for this course (if any) : **ENGL 215** • **Introduction to Linguistics**	
8 - Co-requisites for this course (if any) : • **(NA)**	
9 - Location if not on main campus **:** **(NA)**	

10 - Mode of Instruction (mark all that apply)

		What percentage?	
A - Traditional classroom	√	What percentage?	**70 %**
B - Blended (traditional and online)	√	What percentage?	**10 %**
D - e-learning	√	What percentage?	**20 %**
E - Correspondence		What percentage?	**……. %**
F - Other		What percentage?	**……. %**

Comments :

....

B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

1. Grasp the key ideas, concepts, issues, scope, theories and approaches of Historical and Comparative Linguistics.
2. Know the classification of the major language families and their role in understanding language.
3. Link language history with its present situation.
4. Realise and interpret the phenomenon of language Change and see its link with

socio-cultural change.

5. Become aware of the phenomenon of Language Attrition/Loss and the Endangered Languages .
6. Compare and contrast English and Arabic (in terms of history, phonology, morphology, syntax, pragmatics and discourse) and discuss the implications of these differences for Arabic-speaking EFL learners.

7. Explain and discuss particular topics in Historical and Comparative Linguistics such as: Borrowing, Cognates, Lexicostatistics, Grammaticalisation, Reanalysis, etc.
8. Discuss the relationship between Contrastive Analysis and Comparative Linguistics.
9. Discuss the relationship between Comparative Linguistics and Linguistic Typology and Linguistic Contact.
10. Conduct a research project in the context of Historical and Comparative Linguistics.

Briefly describe any plans for developing and improving the course that are being implemented :

Using a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT) along with other methods.

....

C. Course Description
1. Topics to be Covered

قائمة الموضوعات (Subjects)	عدد الأسابيع (Weeks)	ساعات التدريس (Hours)
Course Orientation **Defining Historical and Comparative Linguistics, showing topics and scope.** **Diachronic vs. Synchronic Study-**	1	3
Unit 1: Historical Linguistics **Key Concepts in Historical Linguistics (definitions, concepts, scope, methodology, etc.).**	2	6

Language Families (concept, classifications, criticism, etc.).		
Language Change(definition, causes, types and levels of change and processes of change). Types and Levels : Phonological, Syntactic, Semantic, Pragmatic and Discourse Changes. Great Vowel Shift and Grimm's Law	2	6
Borrowing: (causes, types, processes and dynamics) -Grammaticalisation, Reanalysis, etc.	1	3
Unit 2: Comparative linguistics Key Concepts in Comparative Linguistics (definitions, concepts, scope, history and development in the 19th century, approaches, methodology, etc.). Cognates and Lexicostatistics- - Reconstruction	2	6
Comparative Linguistics and other Related Domains Contrastive Analysis Language or Linguistic Typology Language Contact (Contact Linguistics)	1	3
A Comparison and Contrast between Arabic and English (History, Morphology, Phonology, Syntax, Pragmatics and Discourse). Implications of the Differences (e.g. for language learning, for intercultural communication, etc.).	2	6
Comparative Dialectology (comparing and contrasting some English/Arabic Dialects).	1	3
Project Presentation and Discussion (students may be divided into groups and required to conduct a term project on any topic in Historical and Comparative Linguistics; including a presentation and report)	1	3
Revisions, Midterm and Final	1	3

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	**40**	....	....	....	**5**	45

Credit	39	....	....	....	6	45

3. Additional private study/learning hours expected for students per week.

2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	**Identify main ideas, concepts, terms, etc., of Historical and Comparative Linguistics.**	**Lecturing & Discussion**	**Post-class quiz and discussion+ mid & final exams.**
1.2	**Discuss the link between the history of a language and its present situation.** **List major language families of the world, with a particular emphasis on Indo-European languages**	**Mixed methods, lecturing, class discussion, individual and class tasks.**	**Post-class quiz and discussion+ mid & final exams.**
1.3	**Point out the key factors causing language change, main types of change and its processes.**	**Mixed methods, lecturing, class discussion, individual and class tasks.**	**Post-class quiz and discussion+ mid & final exams.**
1.4	**Define Borrowing, Grammaticalisation, Reanalysis, Lexicostatistics, etc.**	**Mixed methods, lecturing,**	**Post-class quiz and discussion+**

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		class discussion, individual and class tasks.	mid & final exams.
2.0	**Cognitive Skills**		
2.1	Discuss key issues in Historical Linguistics and Comparative Linguistics such as Language Change, Language Families, Borrowing, Language Death/Attrition, Lexicostatistics, etc.	Lecturing , Discussion , Student data projector presentation.	A task /quiz involving getting students to write/talk about Language Families, Language Change, Borrowing, Attrition, Contrastive analysis, Typology, etc.
2.2	- Compare and contrast some languages (e.g. English and Arabic) drawing on their histories, families and processes involved in language change. -Compare and contrast other issues in Historical Linguistics and Comparative Linguistics (differences between British English and American English). - Discuss the issue of Contrastive Analysis (Transfer).	Mixed methods, lecturing, class discussion, individual and class tasks. (getting them to research and write examples of Arabic and English differences; BE and AE differences,	A task involving getting students to research language families and the differences between Arabic and English, BE and AE, etc.

		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		etc.)		
2.3		**Link some phenomena such as the discrepancies between English pronunciation and English spelling to historical reasons behind it (e.g. Great Vowel Shift, GVS)** (*see also the outcomes of ENGL 322 History of English).*	**Lecturing & Class Discussion.**	**Response paper**
2.4		**Develop a few research skills in the context of Historical and Comparative Linguistics (writing a research summary/response-paper on a given topic).**	**Lecturing & Class Discussion**	**Post-class quiz**
3.0	**Interpersonal Skills & Responsibility**			
3.1		Students can make use of the knowledge and practices they gain in the study of Historical Linguistics and Comparative Linguistics to improve their English proficiency, particularly in writing and speaking. This awareness can help them improve their attitudes of World Englishes , accents and dialects and understand the importance of getting exposed to them through the Internet.	Lecturing, Class discussions & presentations.	Response papers and assignments + Mid & Final exams.
3.2		**Gaining problem-solving skills (**e.g. by making use of comparing and contrasting skills obtained from the course).	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
3.3		**Developing team work skills** (this involves interdependent skills- intra/inter-team skills).	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4		**Gaining time management skills** (e.g. from working on a project and completing it in due time; meeting a deadline, etc.).	Lecturing & task-based teaching.	Setting deadlines for assignments, projects and

		NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
				response papers.
4.0		**Communication, Information Technology, Numerical**		
4.1		**Developing and enhancing general computer and internet skills in the context of Historical and Comparative Linguistics.** **Use social media (WhatsApp/Twitter) to discuss issues related to Historical and Comparative Linguistics.**	Lecturing & task-based teaching involving internet tasks. Demanding students use PowerPoint in presentations	Quizzes and response papers + Dada projector presentation
4.2		**Preparing web-based materials in Historical and Comparative Linguistics along with enabling students to experience wikis, e-books and e-journals.**	Lecturing & task-based teaching involving internet tasks. Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out.	Keeping check lists for completed tasks and allot some marks for the use of web-based materials in presentations and assignments.
5.0		**Psychomotor**		
5.1		**Not applicable (NA)**	**Not applicable (NA).**	**Not applicable (NA)**

5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment

1	**Quizzes & Response Papers & Class Presentations**	3rd-6th Week	8%
2	**Mid-term(s)**	7th-8th Week	25%.
3	**Assignment(s)**	11th -13th Week	%7
4	**Final Exam**	15th Week	60%
5			100%

D. Student Academic Counseling and Support

....

E. Learning Resources

1. List of Required Textbooks :

- Anttila, Raimo (1989). Historical and Comparative Linguistics. John Benjamin's Publishing Company
- Hock, Hans Henrich, and Brian D. Joseph. (2009). Language history, Language Change, and Language Relationship: An Introduction to Historical and Comparative Linguistics. Mouton de Gruyter (2nd edition.

- Campbell, Lyle. (2013). Historical Linguistics: An Introduction(3rd edition). Boston: MIT Press.
- Schendle, Herbert. (2001). Historical Linguistics. Oxford: Oxford University Press
- Web-based materials collated from various sources.

2. List Essential References Materials :

- Richard D. Janda and Brian D. Joseph (Eds), *(2004).The Handbook of Historical Linguistics*. London; Blackwell
- R.L. Trask (ed.)*. (2001). Dictionary of Historical and Comparative Linguistics.* Fitzroy Dearbor.

- Lehmann, Winfred. (1992). Historical Linguistics (3rd edition). London: Routledge.*r. (1997).*

- *Lass, Roger. (1997). Historical Linguistics and Language Change*. Cambridge: Cambridge University Press.

4. List of Recommended Textbooks and Reference Material :

Combrie, Bernard. (1990). The World's Major Languages. Oxford: Oxford University Press. Fairclough, Norman, Giuseppina Cortese andPatriziaArdizzone (eds.) (2007). . Discourse Analysis and Social Change. Peter Lang.

Hock, Hans H. (1991). Principles of Historical Linguistics. Walter de Gruyter

4. List of Electronic Materials :
- www.sparnotes.com
- www.endnotes.com

11. Other learning material :

- **Journal of Historical Linguistics,**
(https://benjamins.com/#catalog/journals/jhl.5.1/main)
- *https://global.oup.com/.../oxford-studies-in-diachronic-and-**historical***

F. Facilities Required

1. Accommodation
- **Larger and more convenient classrooms.**
- **Better equipped language labs.**
- ....

2. Computing resources
- **Laptop computer-projector system.**
- **Data show to facilitate going over students' papers in class.**

3. Other resources
- **CDs/Flash memory materials**
- ....
- ....

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:
1. Individual interviews and class discussions to identify strengths and weaknesses.
2. Informal course evaluation by students performed monthly over the term.
3. End of term college evaluation of course by students (to be collected by the department).
4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :
- **Exchanged instructor (peer) visits encouraged by the department.**
- **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.**
- **An end-of-the-term course report required by the department Quality Unit**.

3 Processes for Improvement of Teaching :
- **Workshops and seminars (both inside and outside the department).**
- **A set of strategies to ensure variability, updatedness and flexibility of**

materials.

- ....

---

4. Processes for Verifying Standards of Student Achievement

- **Adopting a regular system of marking peer checking**.
- **Having students' final exam sheets checked by and independent reviewer/marker.**
- **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
- **Students who believe they are under- graded may have their papers checked by a second reader/marker.**

---

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- **Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).**
- **Holding regular meetings and workshops to discuss syllabus improvement.**
- **Checking course effectiveness via constantly seeking feedback from students and graduates/alumni** (esp. those who have been recruited as school/college teachers).

Course Specification Approved
Department Official Meeting No (…..) Date

Course's Coordinator

Department Head

Name : Dr. Abdelmagid Abdelrahman

Name :   Dr. Aied Alenizi

Signature : ....
Date :   18/2/2019

Signature : ....
Date :   18/2/2019