1. **Title of the module**

LING5510 (LL551) – History of British English

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None, although prior completion of LING5130 (Language Variation and Change) would be advantageous

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Confidently to use the basic terminology of historical linguistics (e.g. language shift, selection, elaboration of function, codification, acceptance, push/pull chain, reflex/etymon, phoneme merger/split);

8.2 Understand the socio-political reasons why English overcame its rivals to become the dominant language of the British Isles;

8.3 Understand the principles of language standardisation, and be able to apply them to the analysis of specific languages;

8.4 Demonstrate awareness of the changes leading to dialect and language differentiation within the United Kingdom (e.g. the existence of a ‘Celtic fringe’; the FOOT/STRUT split in southern but not northern England).

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate enhanced analytical and interpretative skills;

9.2 Demonstrate refined verbal communication and presentation skills, including the ability to convey complex ideas to a specialist and non-specialist audience;

9.3 Display improved written communication skills;

9.4 Demonstrate improved teamwork and time-management skills.

1. **A synopsis of the curriculum**

The module will begin with a consideration of what the term ‘English’ means, and of what other, potentially rival, languages have been spoken in the British Isles. It will then consider how successive waves of conquest shaped the sociolinguistic situation to one of di- or triglossia, with English one of a number of varieties used in a restricted set of socially determined domains. Using Haugen’s standardization model, we will examine the factors that led first to selection and later acceptance of English as the dominant variety, and consider the associated linguistic processes of codification and elaboration of function. Working with short texts from different time-periods, the module will then show how and why grammatical changes occurred in Anglo-Saxon, Old and Middle English (e.g. loss of case marking, gender, weakening of the verbal paradigm) and their consequences for the modern language. We will also consider phonological changes (e.g. the Great English Vowel Shift) and their consequences for dialect differentiation. We will conclude by exploring ongoing change in contemporary English (notably koineization in major cities), and the likely consequences for future English in the British Isles.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bragg, M. (2003) *The Adventure of English*. London: Hodder and Stoughton

Burnley, D (1992) *The History of the English Language: A Source Book*. London: Longman.

Culpeper, J. (2005) *History of English*. London: Routledge.

Fennell, B. A. (2008) *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay (2,500 words) – 60%
* Presentation (20 minutes) – 20%
* In-Class Test (45 minutes) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-Course Test | **x** | **x** | **x** | **x** | **x** |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module invites students to reflect on notions of “good” language using a universally applicable module. The processes of standardisation described for English hold good for other languages and comparisons are drawn between English and its major European rivals.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13/12/16 | Major | September 2017 | 13-14 | No |
| 25/02/19 | Major | September 2019 | 4,6,12,13,14 | No |

|  |
| --- |
| Revised FSO Jan 2018 |