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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



HISTORY OF ENGLISH (BA LEVEL)

Prepared by the MultiEd team

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“History of English”, BA	
V.O. Sukhomlynskyi National University of Mykolaiv	
Master/bachelor level	Bachelor level
Branch of knowledge	014 Secondary Education
Specialization	014.021 "English Language and Literature"
Qualifications	Teacher of foreign languages
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	Practical Course of English, English Grammar, English Phonetics, Lexicology of the English Language, English and American Literature, English Stylistics
Semester of the course	Year 4, semester 1
Course Volume	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
Form of final control	Exam (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Shevchenko Iryna, PhD, V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “History of English” is designed for BA students whose specialty is Secondary Education (English Language and Literature). The prerequisites of the Course introducing are the following courses: Practical Course of English, English Grammar, English Phonetics, Lexicology of English Language, English and American Literature and Linguistics at the BA educational level. In the process of studying the discipline, students get knowledge about the gradual change of English as a historical phenomenon. The events of inner history and their influence on changes in the English language, phonetic, grammar, lexical changes are considered.</p> <p>Method of instruction: The teaching of this discipline is based on a combination of lectures, practical classes and various forms of independent work of students on the basis of blended learning.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).</p> <p>The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.</p> <p>The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration (MultiEd).</p>	

New, Updated, and Modified Components	
<p>A. Assessment and Feedback Approach B. Course Quality Monitoring C. Teaching and Learning Methods D. Literature and References</p>	
A. Key Terms and Notions	
Blended learning, history of the English language, phonetic, grammar changes, learning technology, classes, extracurricular activities, distance learning, research work.	
B. Course Aim	
The course aims to acquaint students with the history of the origin and development of the English language in connection with the history of the people, social and political changes in the country and the development of culture. It is necessary to show the place of English among other languages of the German area.	
C. Competencies	
Generic competencies	<p>ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; ability to be critical and self-critical, to express and communicate own opinion; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.</p>
Specific competencies	<p>ability to show the mechanisms of language change and an acceptance of the inevitable nature of language change; ability to show knowledge of the origins of English and its place in respect to other languages of the world; ability to show recognition of the major stages in the language and important changes in the development of English from a synthetic to an analytic language; understanding of how the current state of the English language has resulted from historical change. ability to reflect on one's own values and to question concepts, ideas and theories.</p>
D. Learning Outcomes	
HEL 1	to employ basic facts about the periodization of the history of the English language
HEL 2	to be able to show knowledge of the most important written monuments of the ancient, middle and New English periods
HEL 3	to be able to communicate efficiently about basic laws of the English language development in the field of grammar
HEL 4	to be able to show the main phonetic changes that led to the formation of the modern phonological system of the English language
HEL 5	to be able to reflect on the main sources of replenishment of the English language vocabulary
HEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

Assessment and feedback approach		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Summary	30 (3x10)	*1 during the course (Module 1,3,5) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*1 during the course (Module 2,4) Delivering a 10-minute oral presentation Can be done in small groups. Written/oral feedback is given after the presentation.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 10 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment criteria for Summary (max. score – 10)					
Criteria/ Points	Descriptors				
	5	4	3	2	1
Content	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.	
Language	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes	
Structure	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.	

		improvements possible.		
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

Assessment criteria for Presentation (max. score – 10)				
Criteria/ Points	Descriptors			
	5	4	3	2
Content	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.
Language	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.
Structure	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.
Research	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work has not been done				
Course Quality Monitoring				
1. Syllabus feedback from internal and external (peer-)reviewers				
2. Feedback from enrolled students				
3. Students' performance in the course				