



تاريخ اللغة الإنجليزية

Course Specification for History of English Language

I. Course Identification and General Information:					
Course Title:	History of English Language				
Course Code and Number:					
Credit Hours:	theory	practice	seminar	training	Total
	14				42
Level & Semester:	Level three, second semester				
Pre-requisites (if any):	none				
Co-requisites (if any):	none				
Program in which this course is offered:	BA in English and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities, Department of English and Literature				
Prepared by:	Dr.Hamed Al-Mogarry				
Date of Approval:					

II. Course Description:

عميد الكلية
أ.م.د. عبدالمالك محمد عيسى

نائب العميد لشئون الجودة
د. حسين أحمد الورد

رئيس القسم
أ.د.

إشـــــراف

رئيس الجامعة
أ.د. القاسم محمد عباس

عميد مركز التطوير الأكاديمي وضمان الجودة
أ.م.د. هدى العماد



different linguistic and literary theories and schools of thought and English and American linguistics/literature;	of the history of English language,
A2: expressa knowledge of social values and traditions common in other cultures;	a2-narrate the main events of the history of English language,
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3-name some famous literary figures throughout the history of English language,
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4-
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1-discuss the differences between the different periods of the English Language history,
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2-study the main features of Modern English,
B3: compare different literary, linguistic and translation theories and strategies;	b3-compare between Old, middle and Modern English in terms of grammatical and linguistic features,
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4-
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1-trace the development of English language grammar throughout its history,

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a1-provide a review of the different periods of the history of English language,	Lecture Class discussion	Oral discussion Quiz and mid and final exam
a2-narrate the main events of the history of English language,	Lecture Presentation Class discussion	Homework Quiz and mid and final exam
a3-name some famous literary figures throughout the history of English language,	Lecture Class discussion	Homework Quiz and mid and final exam
a4-		
a5-		
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
b1-discuss the differences between the different periods of the English Language history,	Lecture Presentation Class discussion	Presentation Homework Quiz , mid and final exam
b2-study the main features of Modern English,	Lecture Practical analysis Class discussion	Presentation Homework Quiz and mid and final exam
b3-compare between Old and Modern English in terms of grammatical and linguistic features,	Lecture Practical analysis Class discussion	Presentation Homework Quiz and final exam
b4-		
b5-		
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching Strategies	Assessment Strategies
c1-trace the development of English language	Lecture Practical analysis	Presentation Homework

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2	Proto-Indo European languages	Its history, branches & sub branches and, grammatical features	1	3	a1,a2,c1,c2
3	Proto-Germanic	History of this parent, the main grammatical features and characteristics	1	3	a1,a2,c1, c2
4	Old English	Old English, historical background + grammatical features of old English	1	3	a1,a2,a3,b1,b3
5	Middle English	Middle English, historical background + grammatical features	1	3	a1,a2,a3,b1,b3,c 1,c2
6	Early Modern English	Early Modern English, historical background + grammatical features	1	3	a1,a2,a3,b1, b2,c1, c2
7	Mid- term exam	Mid- term exam	1	3	a1,a2,a3,b1,b2,b 3,c1,c2
8	late Modern English	late Modern English, historical background + the main grammatical features and characteristics	1	3	a1,a2,a3,b1, b2,c1, c2
9	English texts from different periods	English texts from different periods such as poetry, novels ,essays ,stories and plays	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1
10	Sound changes of Old to Modern	Sound changes of Old English to Modern English, phonology and phonetics	1	3	a1,b1,b2,b3,c1,d 1,d2
11	The role of foreign Ls in English L Development	The role of foreign Languages in English L Development such as Latin and Greek	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1
12	The role of foreign Ls in English L	The role of foreign Languages in English L Development such	1	3	a1,a2,a3,b1, b2,c1, c2,c3,d1

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C. Electronic Materials and Websites:	
1.	Wikipedia.
2.	google.
3.	

X. Course Policies:	
1.	Class Attendance:
2.	Tardy:
3.	Exam Attendance/Punctuality:
4.	Assignments/Projects:
5.	Cheating:
6.	Plagiarism:
7.	Other Policies:

{END}

الرواية الإنجليزية في القرن (١٩)

Template for Course Specification

I. Course Identification and General Information:					
Course Title:	19 th CENTURY ENGLISH NOVEL				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3 hrs				42 hrs
Level & Semester:	Level 3 Semester II				
Pre-requisites (if any):	18 th Century English Novel				

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**(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding
to Teaching Strategies and Assessment Strategies:**

CILOs	Teaching Strategies	Assessment Strategies
a1- To be able to provide a critical review of the major themes and concepts in English 19th cent. Novel and the historical events that influenced its emergence.	<ul style="list-style-type: none"> - Library activities - lectures - class discussion - Team work - presentation - assignment - Guest lecturer - Self learning 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam -Presentation
a2- show understanding of the various elements that contributed to the emergence of the new story whether political, gender, philosophical or social.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - produce Creative work - research report - Self learning 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam - research report - End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better . -Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other on specific points outlined by the instructor being evaluated.
a3- reflect their understanding of	<ul style="list-style-type: none"> - lectures 	<ul style="list-style-type: none"> - class participation

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<p>the material studied through the ability to express ideas in fluent spoken English and accurate writing.</p>	<ul style="list-style-type: none"> - class discussion - presentation - assignment - Team work - Discussions with guest lecturer (Yemeni novelists professors of Arabic Dept. PHD students in the same field). - Self learning 	<ul style="list-style-type: none"> - quizzes - mid-term exam -creative work (writing a short story, painting of characters, plays on themes....etc. left open for students' creativity
<p>a4- To be able to use the computer and internet to communicate their ideas promptly, and produce well researched reports throughout the semester.</p>	<ul style="list-style-type: none"> - class discussion - presentation - assignment - Team work - Self learning 	<ul style="list-style-type: none"> - quizzes - class participation - mid-term exam -research reports
<p>(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:</p>		
<p>CILOs</p>	<p>Teaching Strategies</p>	<p>Assessment Strategies</p>
<p>b1-Contrast the major literary and philosophical elements of the of the NOVEL to other genres of fiction.</p>	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - guest lecturer 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
<p>b2- Appreciate the various aspects of the 19th cent. novel and its impact on the English</p>	<ul style="list-style-type: none"> - lectures - class discussion - presentation 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam

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culture and vice versa.	<ul style="list-style-type: none"> - assignment - Team work 	
b3- Interpret the literary characteristics of a 19th cent. and understand the reasons for their emergence.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
b4- Analyze the forms and styles used in the fiction produced during this period.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - Team work 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam -Final Exam -Research reports

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
c1- Analyze the forms and styles used in the selected novels.	<ul style="list-style-type: none"> - lectures - class discussion - Group work - presentation 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
c2- Use literary language skills to analyze texts from the 19th century novels and relate them to aspects and background of the novel.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - Group work 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam - Final Exam
c3- Carry out some in-depth research based on individual or team efforts through library	<ul style="list-style-type: none"> - lectures - class discussion - presentation 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam

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