



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **Arts 2697, History of English Semester 1, 2014**

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### 1. Course Staff and Contact Details

<b>Course Convenor, lecturer and tutor</b>			
Name	Carmella Hollo	Room	MB 225
Phone	9385 2813	Email	c.hollo@unsw.edu.au
Consultation Time	Monday 2-3, Thursday 2-4 and by prior appointment		

### 2. Course Details

Units of Credit (UoC)	6		
Course Description	The course provides an introduction to the thirteen centuries of the English language. We will look at a number of primary sources, both in the original and in parallel text translation, and use these for close study of the forms of the changing language, as well as for contemporary commentary on the events and concerns of the times.		
Course Aims	1.	This course will provide students with an accurate perspective on the history of the English language and on the issues of importance to the people who used it.	
	2.	This course will give students the opportunity to examine a variety of texts from different periods of English and from different genres – chronicles, riddles, recipes, religious writing and poetry.	
	3.	The students will reacquaint themselves with issues vital to linguistics in general, and to language change in particular, such as change in phonology, grammar and lexicon.	
Student Learning Outcomes	1.	Explain historical, regional and social dimensions of language variation.	
	2.	Acquire language skills useful for the understanding of texts in earlier forms of English.	
	3.	Understand the reasons for the somewhat controversial spelling conventions and practices of English, and consider the issues surrounding spelling reform.	
Graduate Attributes		Students will be encouraged to develop the following Graduate Attributes by undertaking relevant selected activities and engaging with the knowledge content:	
	1.	scholarly enquiry	
	2.	analytical and critical thinking for creative problem solving	
	3.	appreciation of linguistic diversity	

### 3. Learning and Teaching Rationale

The material and the teaching strategies in this course will enable the students to develop the skills necessary for investigating language change, with particular relevance to the English language.

### 4. Teaching Strategies

In the double lecture we will discuss material in the relevant chapters of the textbook as well as the basic concepts and issues arising from these. We will practice translation and grammar exercises presented in the texts included and discussed in the textbook. Students

will do well to prepare this material ahead. The tutorials will provide opportunity for looking at 'unseen' texts which will be placed in the Moodle site in the week before and for extending any of the above discussion. All teaching is conducted in an interactive manner and students are encouraged to contribute.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Translation exercises OE	max 1 page of text + questions	20%	1,2,3	1,2,3	Week 5, Thurs April 3
Translation exercises ME	Max 1 page of text + questions	25%	1,2,3	1,2,3	Week 7, Thurs April 17
Group work on spelling, and lexicon development	Each student to speak for 5 minutes or so + written submission	20%, marks given individually	1,2,3	1,2,3	In lecture and tutorials of week 11, May 19
Final essay	2000 words	35%	1,2,3	1,2,3	Friday, June 6

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

## Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

<b>Week Commencing:</b>	<b>Topic</b>	<b>Textbook chapters</b>	<b>Tutorial Content</b>
1. March 3	Introduction to the origins of English and writing in English	Ch1 and some of Ch 2	Texts 2.1, p31 and 2.2, p35
2. March 10	Early OE to Vikings	Ch 2	Texts 2.5 and 2.6 &/or possibly additional texts with interlinear gloss
3. March 17	Vikings to late OE	Ch 2 -3	TBA...
4. March 24	Early ME	Ch 4	
5. March 31	ME - Standard	Ch 5	
6. April 7	ME to Early Modern English	Ch 5 - 6	
7. April 14	Summary of the above – introduction to the spread of English	Ch 6-7	
Mid-semester break			
8. April 28	Regional English in GB	Ch 8	
9. May 5	English in USA and the Southern Hemisphere?	Ch 10 -11	
10. May 12	Pidgins and creoles?	Ch 9	
11. May 19	Assessment 3 group presentations	NA	NA
12. May 26	Summary and conclusions	Ch 12 - 13	

13. June 2 tutorial only. Content to be discussed and announced in time.

**Selection of content for weeks 9 and 10 is subject to the interests and preferences of the students in this class.**

For all lectures and tutorials please familiarise yourselves with the chapter/s to be studied that week. I do not, of course, expect you to understand or learn all of the material, but have a preliminary overview so that you can ask useful questions. I will point out the important sections in the preceding week, and via messages in Moodle.

Please ensure that you can receive university emails.

Please ensure that you own the textbook, or share it with someone. The Bookshop has sufficient copies and the library has two copies.

**NB** This is the first time I am using the textbook (it is very recent, but exactly what I wanted.) I will try to use for tutorials the texts in this book as much as possible to make it easier for you. However, there are other texts I have worked through in the past and that I am very fond of – so I may want to foist them on you every so often. Watch this space!

<b>8. Course Resources</b>
<b>Textbook Details</b>
Stephan Gramley, <i>The History of English, an introduction</i> , Routledge, 2012 and the Companion Websites
Additional Readings will be provided, especially for assessment 3. Additional exercises may/ will be provided , please watch the Moodle <i>Contents and Resources</i> section.
Websites and blogs may be recommended during the course.

## 9. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 12. Other Information

### myUNSW

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myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.