



## Module Descriptor

Title	History of English		
Session	2025/26	Status	
Code	LING08005	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	TBA		
<b>Summary of Module</b>			
<p>The English language is used today by millions across the globe as a Lingua Franca, but how did the language come to be as it is today? This module introduces students to the history of English, exploring the origins of the language, and how it has evolved and spread across time and place as speakers have come into contact across the world. From early uses of English to present day global varieties of English, students will be introduced to the evolution of English across a range of factors, including phonology, grammar, register and discourse, through the analysis of a wide range of texts and media resources. Students will study these changes with reference to socio-political contextual factors to explain language use and change. Through this, students will develop skills for close linguistic analysis to describe change and understand this change within its socio-political context. This historical and linguistic knowledge will also allow students a more nuanced understanding of English, thereby strengthening their skills as English language learners.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Describe how the English language has changed across different historical time periods and socio-political contexts
<b>L2</b>	Understand and use historical linguistic concepts to describe and analyse the development of the English language
<b>L3</b>	Communicate ideas and analysis through oral presentation, in accordance with a rubric
<b>L4</b>	Communicate ideas and analysis through written tasks, in accordance with a rubric

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrating knowledge of the evolution of English grammar, phonology and discourse. Demonstrating awareness of historical linguistic approaches. Demonstrating discerning knowledge of linguistic concepts to describe English language change.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Applying linguistic and historical knowledge to explain and analyse language change across a range of primary sources.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Undertaking critical analysis of historical and contemporary texts to understand language change.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Conveying description and analysis of historical language use to an audience through a verbal presentation and through written tasks. Making confident use of the library resources, electronic media, VLE to inform and organise studying and using IT applications to present documents in an appropriate form.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Demonstrating responsibility and accountability in working cooperatively with other students. Meeting deadlines and demonstrate ability to organise work effectively

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
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In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
<b>TOTAL</b>	<b>200</b>

#### **Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

McIntyre, D (2020). History of English: A Resource Book for Students. Routledge. 2nd Edition

Gramley, S. (2018). The History of English: An Introduction. Taylor & Francis. 2nd Edition.

Suggested reading:

Crystal, D (2005). The Stories of English. Penguin.

Students will be provided with further materials via the VLE.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

#### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67

#### **Equality and Diversity**

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share

and respectfully respond to their various experiences of the diversity of the English language, relating this to critical discussions of historical and social issues where appropriate

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	X Yes    No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Languages
<b>Moderator</b>	TBC
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	N/A
<b>Module Appears in CPD catalogue</b>	X Yes    No
<b>Changes / Version Number</b>	1

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Presentation (40%)

#### Assessment 2

Coursework (written assignment) (60%)

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Component 1

Assessment Type	LO1	LO2	LO3	LO4		Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		40	3

### Component 2

Assessment Type	LO1	LO2	LO3	LO4		Weighting of Assessment Element (%)	Timetabled Contact Hours
Coursework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		60	0

<b>Combined total for all components</b>	100%	hours
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**Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>
Transfer to new template	Octo 24	K Highet