COURSE SYLLABUS 2024-25

BASIC INFORMATION ON THE COURSE

Course:	Methods of Linguistic Investigation

Course code:	7048217	Plan:	Master of English Studies: Professional Applications and Intercultural Communication
Academic Year:	2024-2025	Undergraduate/Graduate:	Master Degree
Degree Year:	1	Type:	Compulsory
Duration:	Second Term		

TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75
USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):	Multimodal

TEACHERS

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Website	

OTHER IMPORTANT INFORMATION

Content Justification

This course is a comprehensive guide to conducting research projects in linguistics in relation to the origin and evolution of the English language. The course provides a complete training in state-of-the-art data collection, processing, and analysis techniques. We follow the structure of a research project, guiding students through the steps involved in collecting and processing data, and providing a solid foundation for linguistic analysis. The major evolutive steps of the English language are covered. Highly practical, the course offers helpful tips on how and where to get started, from Old English to Middle English as the foundations of later contemporary English (Shakespearean English). We will focus essentialy on Old English and Middle English as the basic constituents and roots of nowadays English.

Courses Related in Study Plan

Philological Field

Required Knowledge to Address the Course

Those required for this Master Degree.

Pre-Required Knowledge

COMPETENCES

Basic and General Competences

Basic competences
-To understand and acquire the right knowledge. -Applying knowledge.
-Ability to make judgments.
-Ability to communicate and Social Competence. -Learning Abilities.

General competences

-Second Language Competence.
-Social Competence and Global Citizenship.
-Problem-solving Skills.
-Oral and written communication skills in the native language.

Key competences University of Almeria

-Critical and Self-critical Skills.

-Ethical Commitment.
-Ability to work independently.

-Working in Group.

Specific Competences

CE22. Denomination: Use of necessary tools required for source and reference search that may enable students to successfully write research papers.

CE23. Updating knowledge related to the publicaction of the result of the linguistic research papers.

LEARNING OUTCOMES

Competence (practical or technical knowledge) to solve problems. Critical attitude. Ability to reason. The training objectives of the Master can be summarized as follows: To achieve that the graduates obtain transversal and specific competences clearly superior to those of the graduates in English Studies with the aim of: a) Entering the labour market being appreciated as professionals of high personal and technical training; or b) Continuing their academic career by successfully completing a Doctoral Thesis. To achieve that the students trained from this Master have: 1. a high level of autonomy when using the English language in the professional and intercultural environment 2. are capable of developing R+D works with an intellectual approach 3. have leadership, common sense, initiative, critical sense, risk capacity, effectiveness, efficiency, etc. The students of this Master will be able, therefore, to satisfy their interests and academic concerns through any of the lines of research offered in the Master. The subjects offered in this Master reflect the most important lines of research in English Studies, while at the same time accommodating the different currents of thought related to English language, literature and didactics. Likewise, students will be able to develop the necessary skills to perform in the professional world and respond to the demands of society.

PLANNING

Contents

1. THE EVOLUTION OF THE ENGLISH LANGUAGE.

1.1. Comprehensive Introduction to Old English.

1.2. Old English Texts in the original Language.

1.3. Middle English Texts in the original Language.

1.4. Old English word-index; Middle English word-index.
1.5. Using Historical texts.
1.6. American English & British English: Two Two Standards.

Learning System and Methodology / Contingency Plan

- Participation; Search, consultation and treatment of information; Debates; Discussions and sharing; Presentation of work groups; Audiovisual projections; Exercises; Field work; Formulation of hypotheses and alternatives; Preparation of reports; Specific case studies; Seminars and directed academic activities; Projects; Final work of each student on one of the points of the central themes treated in the subject.

Learning: 75 % online; 25 % face-to-face Methodology:
Lectures/participatory classes. Debate and sharing. Audiovisual projections.
Search, consultation and treatment of information. Individual exercises.
Team work.
Exhibition of individual works.

CONTINGENCY PLAN:

In the event of high health alert levels, the training activities planned in the Teaching Groups will be given by videoconference. The Working Groups will continue with face-to-face teaching according to the established planning. In the event of more restrictive measures agreed by the health authorities, the Working Groups will also be held by videoconference.

ANTI-PLAGIARISM WARNING:
In accordance with the provisions of Chapter 1.4.4 of the "Regulations for the evaluation of student learning at the University of Almeria", the practice of plagiarism will be penalized both for work done by other students, as well as for bibliography and websites. The detection of deliberate plagiarism may result in a failing grade in the call to which the student is submitted.

Teaching Innovation Activities

Functional Diversity / Functional Disability

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (http://www.ual.es/discapacidad) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in fully compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

COMPETENCY ASSESSMENT

Criteria and Assessment Tools / Contingency Plan

The degree of participation in the various activities will be taken into account. The presentation and exhibition of individual work will also be subject to evaluation, as well as the search for information and the contribution of new materials and areas of research. The positive attitude during the work and research will also be evaluated, as well as the awareness of the importance of cooperating and contributing new data to the group and the subject. The degree of acquisition of new knowledge will be evaluated, for which we include some questions about the

different aspects that have been worked on throughout this subject regarding literature, society, cultural impact, cinema, and so many aspects have been analyzed in the theoretical and practical sessions of the subject.

Evaluation Percentages / Final Evaluation Rating:

1. Work and contributions in Virtual Classroom (WebcT: blogs, Activities, etc): 50% 2. Final Paper Submission; the paper will roughly have around 3,000 words: 50%

SYSTEM OF CONTINUOUS ASSESSMENT OF ORDINARY AND EXTRAORDINARY CALLS:

-Evaluation test (presential/online format): 5 online activities: four theoretical and practical assumptions will be made to evaluate the theoretical and practical contents of the differentiated blocks of the subject: 10 % each (total 50 %)

-Evaluation Test through the realization of a Final Essay (50%): Online delivery of this essay, which will be delivered by the email of the Blackboard of the Virtual Classroom of the subject, adjusting the maximum deadline for the delivery of the essay to the day of the official date of the face-to-face examination convened by the Faculty.

SINGLE FINAL ASSESSMENT:

It will consist of a final exam covering the thematic content taught during the course and included in the subject's teaching guide. It will be 100% of the assessment.

CONTINGENCY PLAN:

In those cases in which the health authorities advise and/or agree on the absence of the tests in the ordinary and/or extraordinary calls, the indicated tests will be carried out through the virtual platform.

FINAL WARNING

PLAGIARIES, COPIES AND OTHERS: As established by the University of Almeria in the Regulations for the Evaluation of Learning (chapter 1, section 4.4.): "In the process of carrying out work, these may not be the object of plagiarism or copying of that carried out by another student. Non-compliance may annul the validity of the work for the evaluation of the subject". The tasks will be verified by means of the anti-plagiarism tools of the University of Almeria.

Follow-Up Mechanisms

- • Office hours attendance.
- • Registration and access to the virtual classroom
- • Participation in communication tools (discussion forums, mailings) Delivery of class activities
  - • Delivery of virtual classroom activities

COURSE MATERIALS

Recommended Course Materials

Basic

- • Baugh and Cable. A History of the English Language. Rutledge. 2002.
- • DAVID CRYSTAL. THE STORY OF ENGLISH IN 100 WORDS. PROFILE BOOKS. 2011.
- • David Wallace. THE CAMBRIDGE HISTORY OF MEDIEVAL ENGLISH LITERATURE. Cambridge University Press. 1999.
- • Juan de la Cruz. INICIACIÓN PRÁCTICA AL INGLÉS ANTIGUO. Alhambra Universidad. 1986.
- • Michael Alexander. A History of Old English Literature. Broadview Press. 2002.
- • Richard M. Hogg, Rhona Alcorn. An Introduction to Old English. Edinburgh University Press. second. 2012.
- • Robert McCrum, Robert MacNeil, William Cran. HISTORY OF ENGLISH. BBC Books. 1992.
- • THOMAS PYLES AND JOHN ALGEO. The Origins and Development of the English Language. HARCOURT BRACE JOVANOVICH PUBLISHERS. 1982.

  Complementary

- • C. Spearing. The Gawain Poet: A Critical Study. University Printing House, Cambridge. 1976.
- • Andy Orchard. A Critical Companion to Beowulf. D. S. Brewer. 2003. •

  Brother Smith. Medieval to Modern English Dictionary. Revelation-Insight Publishing Company. 2008.

- • Devyani Sharma. Research Methods in Linguistics. Cambridge University Press. 2013.
- • Helmut Gneuss, Michael Lapidge. Anglo-Saxon Manuscripts. University of Toronto Press. 2014.

  • Richard Marsden. The Cambridge Old English Reader. The Press Syndicate of the University of Cambridge. 2003.

Other materials

- •

Couse Materials Available in UAL's library

You can see the bibliography currently available in the Library Management System at the following address:

https://www.ual.es/bibliografia_recomendada70482107

WEBSITES

- • http://www.thehistoryofenglish.com
- • *The History of English*
- • http://ebeowulf.uky.edu
- • *The Electronic Beowulf Project*
- • https://www.oldenglishtranslator.co.uk
- • *Online Old English Translator*
- • http://piers.chass.ncsu.edu
- • *Piers Plowman Electronic Archive*
- • http://people.ucalgary.ca/~scriptor/cotton/index.html

- - *The Cotton Nero A.x. Project*
- - https://www.bl.uk/collection-items/the-canterbury-tales-by-geoffrey-chaucer
- - *Geoffrey Chaucer at the British Library*
- - http://www.thehistoryofenglish.com
- - *History of the English Language*
- - https://www.merriam-webster.com/help/faq-history
- - *The Origins of English Language*