“Sensorveiledning”: General assessment guidelines for

**ENG4156: History of the English Language**

Textbooks:

- Hogg, R. & D. Denison (eds.) 2006. A History of the English Language. Cambridge: Cambridge University Press.

- Quirk, R. & C.L. Wrenn.1990. An Old English Grammar. London: Routledge.

Compendium with notes, texts and article:

Notes:

* Notes on OE and ME language; note on ‘the Great Vowel Shift’

Primary texts:

* Old English: ‘The Battle of Ashdown’, ‘The Voyage of Ohthere’, ‘The Nativity of Christ’
* Middle English: ‘The Nativity of Christ’, the Ormulum (extract), The Wife of Bath’s Tale (Chaucer; extract)
* Early Modern English: ‘Seeing the Wind’ (Ascham), ‘Inkhorn Terms’ (Wilson), Pandosto (Greene; extract)

Article:

* Cameron, K. 1996. ‘Ch. 6: Scandinavian place-names’; pp. 73-87. In: English place names. London: BT Batsford.

The written exam tests the below learning outcomes as specified in:

 https://www.uio.no/studier/emner/hf/ilos/ENG4156/

* have a fair knowledge of the main lines of development of written English from approximately 700 AD to modern times.
* know the most important changes in the fields of phonology, morphology, syntax and semantics.
* know the basic structure of Old English, Middle English and Early Modern English grammar; to this end, you will have studied the most central characteristics of the language of the syllabus texts.
* be able to not only to describe and date linguistic changes, but also, to some extent and for select topics, to analyse these changes in terms of linguistic systems and give an account of previous scholarly work on the topic.

The examination format is a supervised paper the student completes over the course of about four weeks. The students have been given eight topics for their inspiration; but they may write on a topic of their own choosing, provided the course teacher has accepted the topic.

A strong answer will be nuanced. It will use correct and appropriate terminology and refer to descriptive/analytical models in contextualising the phenomenon or concept under discussion. For example (presupposing an appropriate topic), the answer will conceptually distinguish between Central French, Norman French, and Anglo-French; use terms such as High/Low language, codification, creolisation, Romance Stress Rule, and standardisation, Celtic hypothesis; and demonstrate the student’s familiarity with key events in the external history such as the Norman Conquest (1066) and the loss of Normandy (1204). The answer may show awareness that the types of sources that survive from the various periods determine the kinds of questions that can be asked of them; e.g. OE source materials make it difficult to study gendered language or direct speech. The student’s written English proficiency contributes to the final mark. It is usually employed in an adjusting function if the examiners are in doubt about the most suitable mark for the contents, such that a high level of proficiency will raise the mark and a low level of proficiency will lower the mark.

Marks are awarded according to the national qualitative descriptions of letter marks:

https://www.uio.no/english/studies/examinations/grades/index.html

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| Letter mark | Description | General, qualitative description of evaluation criteria |
| A | Excellent | An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking. |
| B | Very good | A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking. |
| C | Good | A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. |
| D | Satisfactory | A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking. |
| E | Sufficient | A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking. |
| F | Fail | A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. |