

**Subject card**

<b>Subject name and code</b>	Historical Linguistics, PG_00137875						
<b>Field of study</b>	English Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	postgraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			English		
<b>Semester of study</b>	4	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Mikołaj Rychło				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	The aim of the classes is to familiarise students with principles of language change and etymological analysis as well as understanding and translating Old English texts. Another aim is to encourage a view of English and Polish as descending from a common ancestor.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAMU2_K02] Is prepared to recognise the importance of knowledge and skills in English Studies in solving cognitive and practical problems and to seek the advice of a supervisor in their chosen place of work in the event of difficulty in solving problems on their own.	The student is ready to recognize the importance of knowledge and skills in the field of historical linguistics in solving cognitive problems and to seek the opinion of a research supervisor in case of difficulties in solving problems independently.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAMU2_W05] Knows and understands advanced terminology in the field of linguistics, in particular those used in English language studies.	The student knows and understands advanced terminology in historical linguistics, in particular as it applies to research on the English language.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FAMU2_K01] Is ready to critically evaluate the extent of their knowledge and skills, in particular in the field of English-language linguistics and literature and English.	The student is ready to critically assess the scope of his knowledge and skills in the field of historical linguistics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAMU2_U06] Can communicate in speech and writing in English and Polish with diverse audiences on specialized topics in the field of linguistics and literature, also using advanced specialized terminology.	The student is able to communicate with diverse groups of recipients on specialist topics in the field of historical linguistics, using advanced specialist terminology.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAMU2_W03] Knows and understands in depth advanced research methodologies and theories in the field of English linguistics.	The student knows and understands in-depth advanced research methodologies and theories in the field of historical linguistics.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
[FAMU2_W07] Knows and understands to an in-depth extent selected issues constituting advanced detailed knowledge in the field of linguistics, including, in particular, research into the English language.	The student knows and understands in-depth selected issues constituting advanced detailed knowledge in the field of historical linguistics, in particular regarding research on the English language.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report	
Subject contents	Basic assumptions about language change. Polish-English cognates and related changes. Translating Old English texts. English-German cognates and related changes. Phonological, morphological, syntactic and semantic changes. Lexicalization. Grammaticalization. Contemporary irregularities as traces of regular systems from the past. Sources and causes of language changes. Ablaut. Operation of analogies and analogical levelling in phonological and morphological development of languages. Irregular phonetic changes due to frequency. Etymologies of selected words. Selected aspects of the Proto-Indo-European language and its development and remains in modern languages. Borrowings vs cognates.		
Prerequisites and co-requisites	Knowledge of basic linguistic terminology. Knowledge of English at C1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test/egzamin - ustny/pisemny, prezentacja	51.0%	100.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>Lass, Roger. 1994. Old English: A historical linguistic companion. Cambridge: Cambridge University Press.</li> <li>Mallory, J.P. and D.Q. Adams. 2006. The Oxford Introduction to Proto-Indo-European and the Proto-Indo-European World. Oxford: Oxford University Press.</li> <li>Mitchell, Bruce and Fred C. Robinson. 2007. A Guide to Old English. Malden, Oxford: Blackwell Publishing.</li> <li>Rychło, Mikołaj. 2019. Contrasting Cognates in Modern Languages from a Diachronic Perspective. Gdańsk: Gdańsk University Press.</li> </ul>	

	Supplementary literature	<ul style="list-style-type: none"> <li>• Campbell, Lyle. 1998. Historical Linguistics. An Introduction. Edinburgh University Press.</li> <li>• Frawley, William J. (ed.). 2003. International Encyclopedia of Linguistics. (2nd edn.). Oxford: Oxford University Press.</li> <li>• Gussmann, Edmund. 2002. Phonology: Analysis and Theory. Cambridge University Press.</li> <li>• Hoad, T.F. (ed.). 1993. The Concise Oxford Dictionary of English Etymology. Oxford: Oxford University Press.</li> <li>• Millar, Robert McColl. 2007. Trasks Historical Linguistics (2nd edn.). London: Arnold; revised edition of Trask (1996).</li> <li>• Radford, Andrew. 2009. Analysing English Sentences: A Minimalist Approach. Cambridge: CUP.</li> <li>• The Oxford English Dictionary, 3rd edn. in progress: OED Online, March 2000-, ed. John A. Simpson, www.oed.com.</li> <li>• Polański, Kazimierz (ed.) 1999. Encyklopedia językoznawstwa ogólnego. Ossolineum.</li> <li>• Reszkiewicz, Alfred. 1998. Synchronic Essentials of Old English. Warszawa: Wydawnictwo Naukowe PWN.</li> <li>• Reszkiewicz, Alfred. 1996. A Diachronic Grammar of Old English. Warszawa: Wydawnictwo Naukowe PWN.</li> <li>• Ringe, Don. 2008. From Proto-Indo-European to Proto-Germanic (A Linguistic History of English: Volume I). Oxford University Press.</li> <li>• Rychło, Mikołaj (2012). An etymological comparison of English <i>fist</i> and Polish <i>pięść</i>: How they both descended from the PIE root for five. <i>Linguistica Silesiana</i> 33: 19-38.</li> <li>• Rychło, Mikołaj (2013). English <i>herd</i> and Polish <i>trzoda</i>: How the two words developed from one Proto-Indo-European root. <i>Acta Neophilologica</i> XV/1: 155-166.</li> <li>• Rychło, Mikołaj (2014a). Ślady prawa Grimma w angielszczyźnie w zestawieniu z polskimi wyrazami pokrewnymi: <i>pie</i>. *p &gt; pgerm. *f. <i>Język Polski</i> XCIV/3: 200-211.</li> <li>• Rychło, Mikołaj (2014c). Przejście <i>pie</i>. *p w pgerm. *f utrwalone w polsko-angielskich wyrazach pokrewnych: praformy różniące się budową słowotwórczą oraz późniejsze zmiany modyfikujące skutki prawa Grimma. <i>Język Polski</i> XCIV/5: 452-462.</li> <li>• Trask, R. L. 2000. The Dictionary of Historical and Comparative Linguistics Edinburgh: Edinburgh University Press.</li> <li>• Watkins, Calvert. (ed.). 2000. The American Heritage Dictionary of Indo-European Roots. (2nd edn.). Boston, New York: Houghton Mifflin Company.</li> </ul>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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