

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2004
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	March 2015
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ENGL 109	Faculty of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Introduction to the English Language		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

English 109 approaches the introductory study of the English language with three principal objectives in mind. Students will acquire an elementary vocabulary for the analysis of word-formation and semantics, gain a basic knowledge of the origin and development of Present Day English vocabulary, and explore critical approaches to the use and abuse of the language as they experience it in their daily lives. While the course is intended to engage the non-specialist student with no previous exposure to the study of language, it lays a foundation for subsequent study not only of the structure and history of English, but of composition and rhetoric, as well as linguistics.

PREREQUISITES: One of the following: English 12 or English Literature 12 with a final grade of B or better; CMNS 099 or ENGL 099 with a grade of C or better; ENGL 081 or ENGL 091 with a grade of C+ or better; ESL WG84 with a grade of C+ or better; CPT score of 48 or better; LPI minimum score of 30/40 or level 5 in the essay section; a minimum of C- in a university-level English or Communications course; or TOEFL (Test of English as a Foreign Language) score of 570 or better (or 230 if computer-based score), plus a minimum TWE (Essay) score of 4.0 or TOEFL IBT score of 88.

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	<u>30</u>	Hrs
Seminar:	<u>15</u>	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify):	_____	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: **Once per year**

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED?

☒ Yes

☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): John Carrol

Department Head: John Carroll

Supporting area consultation

Curriculum Committee chair: John Carroll

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval

Date approved: January 2011

Date of meeting: February 4, 2011

Date approved: February 11, 2011

Date approved: February 11, 2011

Date of meeting: October 26, 2012

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate an elementary vocabulary for the analysis of word-formation and semantics
- Demonstrate a basic knowledge of the origin and development of Present Day English vocabulary
- Explore critical approaches to the use and abuse of the language as they experience it in their daily lives.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, facilitated discussion, student-led discussion, exercises, and writing assignments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

The texts used will vary. Some instructors will favour textbooks focusing on a graded series of lessons in word-formation and semantics, while others will prefer to work with a reader in language issues, a general survey of the study of language, or a combination of all three. Many instructors may favour a course-pack composed of instructional materials and exercises devoted to the relevant historical, phonological, morphological, historical, and semantic issues, as well as essays on selected topics in the study of language and language usage. An up-to-date dictionary with word origins should be required.

A sample of introductory surveys and readers devoted to language and language issues:

Hayakawa, Language in Thought and Action 5th ed. (HBJ 2001)

Goshgarian, Exploring Language 10th edition (Longman 2003)

MacLennan and Moffatt, Inside Language: A Canadian Language Reader (Prentice Hall 2000)

Pinker, The Language Instinct: How the Mind Creates Language (HarperCollins 2000)

Stockwell and Minkova, English Words: History and Structure (CUP 2001)

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Weekly Quizzes (definitions, dictionary usage, application of linguistic knowledge:	30%	
Midterm Examination (after week 5) :	30%	
Final Examination (may include a brief essay assessing usage issues):		40%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Phase 1: Thinking About Language

Week 1: What are we talking about when we talk about language? Survey of approaches to the systematic study of language. Is language study an art or science? Language and rhetoric.

Week 2: An overview of the history of English; principal dialects of Present Day English

Week 3: Contexts for language change: historical, social, cultural, political, technological

Week 4: What language do we speak when we speak about language? The vocabulary of language analysis; definitions of grammar; historical approaches; prescriptive and descriptive approaches

Phase 2: Focus on Word Formation

Week 5: Instruments of analysis: dictionaries and usage guides; grammars; rhetorics

Week 6: Language as sound: The sounds of Present Day English; the problem of Present Day English spelling

Week 7: What are words made of? English word formation: compounding and affixing

Week 8: Where do the words come from? Derivation: Cognates, borrowings, coinings

Week 9: Derivation (cont'd)

Phase 3: Words in Action (the topics suggested here represent only a small sample of possibilities)

Week 10: Register; slang; malapropisms; humour

Week 11: language and identity; language and gender; political correctness

Week 12: language and propaganda; political, religious, commercial

Week 13: Review