

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 209		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> The Structure of the English Language																			
<b>Course Short Title (if title exceeds 30 characters):</b> Structure of English Language																			
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> ENGL																	
<b>Calendar Description:</b>  This course introduces students to the phonology, morphology, and syntax of Modern English. While the course will focus on a descriptive approach to linguistic analysis, it will also examine issues of meaning and usage, with particular reference to Canadian English.																			
<b>Prerequisites (or NONE):</b>		Any two 100-level English courses numbered ENGL 105 or higher.																	
<b>Corequisites (if applicable, or NONE):</b>																			
<b>Pre/corequisites (if applicable, or NONE):</b>																			
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" data-bbox="105 1281 812 1564"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td>45</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table>		Lecture hours		Seminars/tutorials/workshops	45	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit  <i>Note: The specific topic will be recorded when offered.</i>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 36  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every 1-2 years																	
<b>Department / Program Head or Director:</b> Hilary Turner		<b>Date approved:</b> February 6, 2015																	
<b>Faculty Council approval</b>		<b>Date approved:</b> February 2015																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a																	
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date approved:</b> February 2015																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> May 22, 2015																	

**Learning Outcomes**

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

1. apply the basic principles of linguistic analysis to the study of modern English;
2. define terms used to describe the structure of the English language;
3. describe the social conditions under which meaning is enacted in language;
4. give examples of the physical conditions under which meaning is enacted in language;
5. analyze spoken and written discourse and identify their characteristics;
6. evaluate the role of lexis, grammar, figures of speech, context, and cohesion in written discourse.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐      Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Klammer, T. P. et al.	Analyzing English Grammar	<input type="checkbox"/>	Pearson	2009
2. Kolln, M. and L. S. Gray	Rhetorical grammar	<input type="checkbox"/>	Pearson	2009
3. Hayakawa, S. I. and A. R. Hayakawa	Language in Thought and Action	<input type="checkbox"/>	Houghton Mifflin Harcourt	2001
4. Pinker, S.	The Language Instinct	<input type="checkbox"/>	Harper Perennial Modern Classics	2007
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (software, hardware, tools, specialized clothing, etc.)

Use this section for supplies and materials for all sections of this course.

**Typical Evaluation Methods and Weighting**

Final exam:	20%	Assignments:	65%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	15%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):** Assignments

1 short essay (750-1000 words)	20%
1 long essay (2000 – 2500 words)	25%
1 in-class essay	20%

**Typical Course Content and Topics**

Week 1	What is "grammar"? A brief history of the study of this subject; definition of key terms (word-formation, word-order, usage); introduction to use of dictionaries and usage guides.
Week 2	Phonology: the sound system of Present Day Canadian English; Why don't we spell what we say?
Week 3	Introduction to word formation (morphology): Sources of English words, affixing, compounding, borrowing, clipping, back-formation, semantic shift.
Week 4	Word formation: nouns.
Week 5	Word formation: pronouns, adjectives, adverbs.
Week 6	Word formation: verbs (main and auxiliary, copula, transitive, intransitive), tense, mood, voice.
Week 7	Word formation: prepositions, conjunctions.
Week 8	Syntax (word order): phrases (noun, verb, adjective, adverb); clauses (main/independent; subordinate/dependent).
Week 9	Sentence structure: simple sentences; compound sentences; complex sentences; compound-complex sentences.
Week 10	Usage: nature of resources; idiom; cliché; What is "standard usage"? What is an "error" in usage?
Week 11	Semantics: register; "the structure of slang".
Week 12	Grammar and genre.
Week 13	Review.