

COURSE IMPLEMENTATION DATE: [January 2003]

COURSE TO BE REVIEWED DATE: [January 2007]
(Four years after implementation date)

OFFICIAL 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 and material will vary
- see course syllabus available from instructor

FACULTY/DEPARTMENT:

ENGLISH
ENGL 372
4

COURSE NAME/NUMBER

FORMER COURSE NUMBER

UCFV CREDITS

CANADIAN ENGLISH

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The course explores the history and structure of English as spoken and written in Canada. In addition to examining the roots of Canadian English in both the British and North American contexts, students will compare the historical and contemporary dialects of the Canadian regions, to explore the impact of history, geography, and ideology on the language as used. Readings will be drawn from a range of literary and non-literary sources. The course will begin with a brief introduction to the basic principles of linguistic analysis.

PREREQUISITES: Any two second-year courses in English / Linguistics 101 is recommended

COREQUISITES: None

SYNONYMOUS COURSE(S)

(a) Replaces: N/A
(Course #)
(b) Cannot take N/A for further credit
(Course #)

SERVICE COURSE TO:

(Department / Program)

(Department / Program)

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures: 15 hrs
Seminar: 45 hrs
Laboratory: hrs
Field Experience: hrs
Student Directed Learning: hrs
Other (Specify): hrs

TRAINING DAY-BASED INSTRUCTION

LENGTH OF COURSE:

HOURS PER DAY:

MAXIMUM ENROLMENT: **25**
EXPECTED FREQUENCY OF COURSE OFFERING: Alternate years with ENGL 370

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

YES **X** **NO**
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

YES **NO**
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:
YES **NO** **X**
AUTHORIZATION SIGNATURES:

Course designer(s):
John Moffatt

Chairperson:
(Curriculum Committee)

Department Head:
R. Schuller

Dean:
Virginia B. Cooke

PAC Approval in Principle Date:

PAC Final Approval Date: September 26, 2001

LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

Students will learn the basic principles of linguistic analysis through a descriptive and historical study of Canadian English. In addition to mastering these techniques, students will come away from this course with a heightened awareness of the linguistic culture in which they participate, by exploring the influence not only of history, but of geography and ideology on the evolution of English as spoken in Canada. Besides learning to recognize easily identifiable dialects such as Newfoundland English, students will learn how to look for signs that help distinguish the usage of other regions, with particular emphasis on English as spoken in British Columbia.

METHODS:

The class will operate on the basis of lectures, seminars, and class discussion.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR YES X NO

METHODS OF OBTAINING PLAR:

By portfolio.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Fee and MacAlpine, eds. *A Guide to Canadian English Usage* (Oxford)
 Barber, ed. *The Canadian Oxford Dictionary* (Oxford)
 Casselman, *Casselman's Canadian Words* (MacArthur and Company)
 Grady, *Chasing the Chinook: On the Trail of Canadian Words and Culture* (Penguin)

Course pack of readings drawn from literature, history, popular culture

SUPPLIES / MATERIALS:**STUDENT EVALUATION:**

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

In-class essay (750 words)	20%
Seminar presentation	15%
Formal essay (2500 words)	25%
Tests	15%
Final examination	25%

COURSE CONTENT:

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

COURSE NAME / NUMBER

Week 1:	Introduction to Phonology of Present-Day English (PDE)
Week 2:	Introduction to Morphology of PDE
Week 3:	Dialects of PDE
Week 4:	English in Canada 1500-1800: major trends
Week 5:	English in Canada 1800-2000: major trends
Week 6:	Newfoundland English
Week 7:	English in the Maritimes
Week 8:	English in Ontario and Quebec
Week 9:	English on the Prairies
Week 10:	English in British Columbia
Week 11:	Aboriginal and Northern English
Week 12:	English in a multicultural society
Week 13:	Conclusions: What is the future of Canadian English?