



LIN201H1F (2014)

Canadian English

Tuesdays, 6pm to 8pm

Ramsay Wright Laboratories 143

425 Harbord Street

Instructor:

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Office Hours:

Sidney Smith Hall 4086

100 St. George Street

3pm–4pm Tues./Thurs., or by appointment

This syllabus is subject to change.

(current as of Sept. 8, 2014)

Course Description: This course provides an introduction to the study of Canadian English and its dialects. Students in this course will work independently and in groups to explore the following questions: What is Canadian English? Is Canadian speech the same from coast to coast to coast? How does Canadian English differ from American (U.S.) English? How does Canadian English differ from British English? What is the relationship between our speech and our sense of national identity? How have immigration patterns affected our language? How is data about language collected and analyzed? Is Canadian English changing?

Please Note: This is not a course for language learners - it is not a course in improving your own accent or grasp of English. It is intended either for students with a strong working knowledge of Canadian English and a familiarity with Canadian life, or students who want to learn more about Canadian English and how it compares to other major varieties of English.

Prerequisite(s): LIN100, LIN200 or equivalent.

Course Objectives: At the completion of this course, students will be able to:

- **Describe** the unique lexical, phonetic, phonological, morphological, syntactic, semantic and pragmatic features of Canadian English and its dialects.
- **Outline** the history of Canadian settlement and its impact on language use, dialect formation and sociolinguistic variability.
- **Recognize** Canadianisms in their own speech, in the speech of others, and in language artefacts.
- **Classify** non-Canadian dialects using standard research methods and tools.
- **Summarize** published linguistic research.
- **Position** Canadian English within the continuum of North American English and among World Englishes more broadly.
- **Locate** resources for studying Canadian English both on and off campus.
- Use social media/internet resources to **promote** learning about Canadian English.
- Critically **evaluate** statements concerning Canadian English and its use.

Grade Distribution:

Pop Quizzes (4)	10%
Group Interview	5%
Scavenger Hunt	10%
List-Based Article	10%
Self and Peer Evaluation	5%
Term Test	25%
Final Exam	35%

Textbook and Readings:

Textbook: Charles Boberg. *The English Language in Canada. Status, History and Comparative Analysis*. Cambridge and New York: Cambridge University Press, 2010

Please acquire (buy, rent, borrow, etc) a physical copy of the textbook rather than an e-book or pdf version. The use of laptop computers, mobile phones, tablets, e-readers, etc., is discouraged and may be prohibited. There is now a softcover version of the book available at a much lower price than the hardcover version. Acquiring a second-hand copy from a previous LIN201 student may also be possible.

Additional Readings: (available on Blackboard)

J. K. Chambers. “‘Canadian Dainty’: the rise and decline of Briticisms in Canada”. In: *Legacies of Colonial English: Studies in Transported Dialects*. Ed. by Raymond Hickey. Cambridge: Cambridge University Press, 2004, pp. 224–240

Sali A. Tagliamonte. “‘So cool, right?’: Canadian English entering the 21st century”. In: *Canadian Journal of Linguistics* 51.2/3 (2006), pp. 309–331

Students are required to bring the textbook/readings to EVERY lecture

Course Website: This course will use Blackboard/Portal. To access announcements, homework assignments, and view your grades, etc., log in at www.portal.utoronto.ca with your UTORid and password. Please ensure that your e-mail address is updated and correct on ROSI so that you receive all course-related announcements. **You are responsible for the content of any course-related announcements.** It is your responsibility to check the website **before** each class for any important announcements or information related to the class.

All lecture slides, assignments and other information will be posted on Blackboard. Lectures will be posted (**at the earliest**) the morning after the lecture. Pedagogical study has shown clearly that learning is enhanced when students actively engage with the material as they first encounter it. One important way of actively engaging with the material is taking your own notes. I urge you to take this seriously and approach each lecture as though you were solely responsible for capturing the content.

Experts and Explorers, Groups: All students in this course will be designated as either **experts** or **explorers** of Canadian English. Experts are students who grew up speaking English in Canada. All other students are explorers. Each student will be assigned to a group. Each group will contain at least one expert and one explorer. All assignments will be completed as a group, with each type of student contributing valuable perspectives. For the assignments there may be individual tasks for explorers or experts, but students will be marked as a group.

Self and Peer Evaluation: At the end of the term each student will complete a self-evaluation and an evaluation for each group member. 5% of the final mark will be based both on how you evaluate yourself, and how your group members evaluate you.

Accessibility Services: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to join the course; however, you should also contact the Accessibility Services Office as soon as possible.

Course Policies:

- **General**

- Computers, mobile phones, tablets, e-readers, etc. are not to be used during lecture unless special permission is granted.
- Quizzes, term tests and exams are closed book. No aids will be allowed during quizzes, term tests or exams.
- Pop quizzes could occur at the beginning of any class. Pop quizzes will occur at 6:15 pm sharp. Latcomers will not be given extra time to write the pop quiz. No makeup quizzes will be given.

- **Grades**

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in the Blackboard course shell. Students are responsible for tracking their progress by referring to the online gradebook.

- The Department of Linguistics follows the *University Assessment and Grading Practices Policy*, which can be found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf

- **Attendance and Absences**

- Attendance at every lecture is expected.
- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee's responsibility to get all missing notes or materials.

- **E-mail Policy**

- All e-mail correspondence must be sent from a University of Toronto e-mail address (e.g., *your.name@mail.utoronto.ca*). The subject line should begin with LIN201 and the body of the message should include your full name, the name you use in class, and your student number.
- E-mail should only be used for administrative purposes. Please make sure to consult the syllabus, textbook, and the course website before submitting inquiries by email. If you have any questions about the content of the course, you should ask them (1) in lecture or (2) during office hours.
- E-mails will be answered within 48 hours. (In other words, it may take up to 48 hours for an instructor to answer your e-mail.) If you do not receive a reply within two days, please, resubmit your question(s) and/or come to see the instructor during office hours.

- **Missed Quizzes or Term Tests**

- There will be four pop quizzes. Each pop quiz will be marked out of ten points and will last ten minutes. Pop quizzes will be based entirely on the content of the required readings, inclusive of the readings assigned to be read for the day that the pop quiz is given. There will be no make-up quizzes.
- Students who miss a quiz or term test will be assigned a mark of zero for that quiz or term test unless they can provide appropriate documentation. Students who anticipate missing a quiz or term test on account of illness, should contact the term instructor as soon as possible to make alternate arrangements.
- In case of illness, you must provide appropriate documentation from the University of Toronto Health Service or an official University of Toronto *Verification of Student Illness or Injury* form completed by your regular physician (available at: [www.http://www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). Please note that as indicated on the University of Toronto Health Services website:
 - “Mild colds, non-acute diarrhea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment, but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar”
- Note also that a medical certificate will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, **not after the fact**. We will not accept a statement that merely confirms a report of illness made by a student and documented by a physician. If we feel

that your condition was not serious enough to miss a quiz or term test you will receive a mark of zero. Furthermore, we will contact physicians to confirm that certificates are genuine and warranted. All suspicious medical certificates will be forwarded to the Office of Student Academic Integrity.

- If you must miss a quiz or term test due to a serious *non*-medical issue (i.e., death in the family, etc.) you must contact your registrar. Your registrar will then contact all your instructors on your behalf.

- **Term Test (Midterm)**

- The term test will take place on Oct. 28th, 2014.
- The term test will cover all materials covered in lecture and all readings assigned prior to and inclusive of October 21st, 2014.
- As noted in your Academic Handbook, all students who miss a term test are assigned a mark of zero except under very special circumstances.
- If you cannot make the term test, you must contact the instructor as soon as possible to explain your absence and arrange for a make-up test. You must submit official documentation to be allowed to write the make-up test, which will be held shortly after the original test.

- **Final Exam**

- The date for the final exam will be announced in early October.
- The final exam will cover all materials covered in lecture and all readings assigned prior to and inclusive of Dec. 2nd, 2014.
- If you miss the final exam you must petition through the registrar to be allowed to write a deferred exam in the next examination period. Not all such petitions are granted.
- Do not contact the instructor about a missed final exam; you must contact your registrar.

Important Dates:

- **Sept. 21** - Last day to add classes.
- **Oct. 10** - Exam dates posted.
- **Oct. 13** - Thanksgiving holiday, university closed.
- **Nov. 3** - Last day to drop course.
- **Nov. 17–18** - Fall break, no classes
- **Dec. 8-19** - Exam period

Code of Behaviour on Academic Matters Summary:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from one of the instructors or from other institutional resources.

For more information about Academic Integrity at University of Toronto, see:

www.utoronto.ca/academicintegrity

The full University of Toronto Code of Behaviour on Academic Matters can be found at:

www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf

Tentative Course Outline — LIN201H1F (2014):

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Class	Content
Sept. 9	<ul style="list-style-type: none"> • Introduction to course. Groups created. • The status of English in Canada • <i>Only in Canada, Eh!</i>
Sept. 16	<ul style="list-style-type: none"> • Roots of Canadian English • Completed Readings: Boberg (2010, Ch. 1, Section 1.5 is optional)
Sept. 23	<ul style="list-style-type: none"> • Roots of Canadian English <i>cont.</i> • The Broad Features of Canadian English • Completed Reading: Boberg (2010, Ch. 2) and Chambers (2004) • Due: Group Interview
Sept. 30	<ul style="list-style-type: none"> • The Broad Features of Canadian English <i>cont.</i>
Oct. 7	<ul style="list-style-type: none"> • Canadian English Vocabulary • Completed Reading: Boberg (2010, Ch. 3)
Oct. 14	<ul style="list-style-type: none"> • No Class
Oct. 21	<ul style="list-style-type: none"> • Canadian English Vocabulary <i>cont.</i> • Regional Variation in Canadian English • Completed Reading: Boberg (2010, Ch. 4) • Extra Hour of Class (for review)
Oct. 28	<ul style="list-style-type: none"> • Term Test
Nov. 4	<ul style="list-style-type: none"> • Dialectology vs. Dialect Topography • Summarizing Linguistic Research • Completed Reading: Tagliamonte (2006)
Nov. 11	<ul style="list-style-type: none"> • Variation and Change in Canadian English • Completed Reading: Boberg (2010, Ch. 5) • Due: Proposal for List-Based Article
Nov. 18	<ul style="list-style-type: none"> • No Class
Nov. 25	<ul style="list-style-type: none"> • Variation and Change in Canadian English <i>cont.</i> • Due: Scavenger Hunt
Dec. 2	<ul style="list-style-type: none"> • Variation and Change in Canadian English <i>cont.</i> • Wrap-up and Summary • Extra Hour of Class (for review) • Due: List-Based Article
Dec. 8–19	<ul style="list-style-type: none"> • Final Exam Period