"When I use a word," Humpty Dumpty said in rather a solemn tone, "it means just what I choose it to mean — neither more nor less."

'The question is,' said Alice, 'whether you can make words mean so many different things.'

'The question is,' said Humpty Dumpty, 'which is to be master — that's all.'

CALENDAR DESCRIPTION
Introduction to the study of varieties of the English language — regional, social, temporal, functional, and stylistic. The relations of languages and literature and of speech and writing will be discussed.

ADDITIONAL INFORMATION
In the first part of this course we will look at language itself and we will look closely at the linguistics components of the the English language, phonetics, morphology, syntax, grammar, etc. In the second part, we will examine English language history and the many changes that have taken place inside the language. In the last section of the course, we will look at the varieties of English that exist today, as well as look at written varieties of English and the language of the media.

COURSE GOALS
By the end of the course you will have a strong introduction into the linguistic components of the English language and be practised in how to use the International Phonetic Alphabet to transcribe what we hear. It is also my hope that you will better understand how languages change, and what
this change means for the speakers of that language. By the end of this course, the goal is that you will have a better understanding of language itself, rather than just English.

REQUIRED TEXTS

GRADING
The final breakdown of marks will be as follows:

Section Tests 20%
In-Class Activities 5%
Final Exam 30%
Essay 20%
   Draft (5%)
CRITs 20%
   Group ( )
   Individual ( )*
Peer Evaluation 5%
*breakdown will be determined by groups on first day of class.
# COURSE OUTLINE

(Please note that the following is a guide only. Expect changes in assignments and dates according to the pace and to the needs of the class)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Section 1 – Language</strong></td>
<td></td>
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</tr>
<tr>
<td>M Sept 13</td>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>W Sept 15</td>
<td><strong>Forming language: Speech Sounds</strong></td>
<td>Blake: Introduction (1-7) and Chapters 8-9 (126-161)</td>
<td><strong>Vocal tract quiz</strong></td>
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<td></td>
<td>phonetics, phonology, <em>International Phonetic Alphabet (IPA)</em> - consonants</td>
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<tr>
<td>M Sept 20</td>
<td><strong>Forming Language: Speech Sounds, continued</strong></td>
<td>Lerer: Appendix (pronunciation) Bauer and Trudgill: Myth 5 “English Spelling is Kattastrofikk”</td>
<td><strong>In-class transcription</strong></td>
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<td></td>
<td>IPA transcription continued – vowels</td>
<td>Blake: Chapters 3-4 (21-58)</td>
<td></td>
</tr>
<tr>
<td>W Sept 22</td>
<td><strong>Forming Language: Words morphology, semantics, zero derivation</strong></td>
<td></td>
<td><strong>CRIT</strong></td>
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<tr>
<td>M Sept 27</td>
<td><strong>Forming Language: Sentences</strong></td>
<td>Blake: Chapter 5 (62-85) Bauer and Trudgill: Myth 12 “Bad Grammar is Slovenly”</td>
<td><strong>In class team activity</strong></td>
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<tr>
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<td>syntax, grammar, prescriptive vs descriptive grammar, linguistic determinism</td>
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<tr>
<td>W Sept 29</td>
<td><strong>Forming language: The Brain language acquisition language processing</strong></td>
<td>Chapters 13-14 (234-269)</td>
<td><strong>CRIT</strong></td>
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<tr>
<td></td>
<td><strong>Section 2 – English Language History</strong></td>
<td></td>
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<tr>
<td>M Oct 4</td>
<td>Origins of English preview</td>
<td></td>
<td><strong>Section I test (myth I not included) FILM</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Tasks</td>
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<tr>
<td>M Oct 11</td>
<td><strong>Old English</strong>&lt;br&gt;internal and external change</td>
<td>Lerner: Chapters 1 and 3 (12-24, 39-53)</td>
<td>CRIT</td>
</tr>
<tr>
<td>W Oct 13</td>
<td><strong>Middle English</strong>&lt;br&gt;Great Vowel Shift</td>
<td>Lerner Chapter 5 and 7 (70-84, 101-114)</td>
<td>In-class activity</td>
</tr>
<tr>
<td>M Oct 18</td>
<td><strong>Early Modern English</strong></td>
<td>Lerner Chapter 9 and 11</td>
<td>CRIT</td>
</tr>
<tr>
<td>W Oct 20</td>
<td><strong>New Words and New Worlds for English</strong></td>
<td>Lerner: Chapter 10</td>
<td></td>
</tr>
<tr>
<td>M Oct 25</td>
<td><strong>Varieties of English preview:</strong>&lt;br&gt;American English</td>
<td></td>
<td>Section 2 Test FILM</td>
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</tbody>
</table>

**Section 3 – Varieties and Variation of English**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td>W Oct 27</td>
<td><strong>Present-day English</strong></td>
<td>Lerner: Chapter 15&lt;br&gt; Bauer and Trudgill: Myth 21</td>
<td>In-class activity</td>
</tr>
<tr>
<td>M Nov 1</td>
<td><strong>Variation and Change</strong></td>
<td>Blake Chapter 11&lt;br&gt; Bauer and Trudgill Myth 1</td>
<td>Essay draft due Nov 1</td>
</tr>
<tr>
<td>W Nov 3</td>
<td><strong>Language Change</strong>&lt;br&gt;sound change, morphological change, syntactic change, semantic change, loan words, motivation and direction of change</td>
<td>Blake Chapter 12</td>
<td>CRIT</td>
</tr>
<tr>
<td>M Nov 8</td>
<td><strong>English Dialects</strong>&lt;br&gt;regional variation, temporal variation, pidgins, dialects, transatlantic dialect, English as a global language, “world” Englishes</td>
<td>Reading to be determined</td>
<td>In-class activity</td>
</tr>
<tr>
<td>W Nov 10</td>
<td><strong>Using Language</strong>&lt;br&gt;discourse, speech acts, conversation</td>
<td>Blake: Chapter 7&lt;br&gt; Bauer and Trudgill: Myth 3</td>
<td>CRIT</td>
</tr>
<tr>
<td>M Nov 15</td>
<td><strong>Written Language and Rhetoric</strong>&lt;br&gt;Booth's triad, good vs bad writing, stylistics</td>
<td>Blake Chapter 10&lt;br&gt; Bauer and Trudgill: Myth 8</td>
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<tr>
<td>Date</td>
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<td>Readings</td>
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<tr>
<td>W Nov 17</td>
<td>Written Language and Rhetoric</td>
<td>Readings to be announced</td>
<td>Final Essay Due Friday</td>
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<td>genre theory, rhetorical theory, Orwell and other</td>
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<td>prescriptivists</td>
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<tr>
<td>M Nov 22</td>
<td>Language and Media</td>
<td>Lerer: Chapter 19</td>
<td>In-class activity</td>
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<tr>
<td></td>
<td>“medium is the message”</td>
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<td></td>
<td>significance of printing press</td>
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<tr>
<td>W Nov 24</td>
<td>Social Variation and Politics</td>
<td>Readings to be announced</td>
<td>In-class activity</td>
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<tr>
<td></td>
<td>genres of conversation vs academic writing, propaganda, history of advertising</td>
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<tr>
<td>M Nov 29</td>
<td>Digital Age and the Future of English</td>
<td>Bauer and Trudgill: Myth 15</td>
<td>Take home Exam handed out</td>
</tr>
<tr>
<td>W Dec 1</td>
<td></td>
<td></td>
<td>Peer evaluations due</td>
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<td></td>
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<td>Take home exam due</td>
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</tbody>
</table>

TEAM LEARNING/ EVALUATION

INSTRUCTIONAL APPROACH

While individual tasks have a strong emphasis on writing, team-based learning is a strong component of the instructional approach. The assignments and Critical Reading and Issues Tests (CRITs) encourage critical reading and thinking, concrete reinforcement of important themes and issues from readings and collaboration among peers. For more details on the approach used in this class, see the Team-Based Learning handout that accompanies the syllabus.

The final essay is worth a significant portion of your grade. I encourage multiple drafts,
and will allow a rewrite if it is handed in on time. Be aware, however, that a revision
must show significant improvement in order to receive a higher mark. It is also possible,
that upon rereading the mark could lower.

CRIT’s
Throughout the course ou will have one “Critical Reading Issues Tests” (CRIT’s) –based
on the reading/viewing/listening assignments. The purposes of these tests include the
following:

- To motivate close, critical and analytical reading of texts.
- To ensure that each member of your team and of the class comes to class, and
comes to class prepared.
- To signal important material for team discussion, lectures, section tests and the
exam.

You will take each test (normally composed of 10 multiple choice questions and 5 T/F
questions) first individually, and then you will repeat the same test as a team. Both results
count; your final grade will include both your individual score and the team score which
will be shared by each member of the team.

If you miss a CRIT, you will not be able to rewrite nor will you receive credit for the
team test. This is just one reason why your attendance to the classes is crucial to your
success in this course.

IN CLASS ACTIVITIES
In addition to CRIT’s there will be, periodically, marked but brief team activities to be
completed during class time. Each member of the team shares the team’s mark. Team
activities will involve brief discussions or team responses to lecture questions and
discussion. Note: team members who are absent for a particular assignment cannot share
the mark on that team assignment.

PEER EVALUATION
At the end of the course, students will award each team member a mark based on their
evaluation of each member’s performance in and contribution to the team. The individual
peer evaluation mark will be the average of all other team members’ scores for that
individual. For more information on this, the course pack includes the Peer Evaluation
materials.

ESSAY
Essay topics will be handed out in class in early October. The final essay is 2000 words
(+/- 250 words). A draft of your essay is due on November 1, 2010 worth 5% of your
final course mark. Your draft must include an outline of your paragraph structure (with
topic sentences and points for each paragraph) and a fully written introduction. The final
paper is worth 20% of your grade. If you hand the paper in on time, you will be allowed
to rewrite the paper for additional marks by December 1, 2009. The rewritten essay will
be handed back to you at the exam.

FINAL EXAMINATION
Your final will be a take home exam. You will receive the exam at the end of the last
Monday class, and it will be due no later than the beginning of the last Wednesday class.
Since it is a take home test, I will not be giving you an outline of the test. It will be worth
30% of your final grade. There is no exam scheduled in the exam period for this course.

POLICIES

ACADEMIC INTEGRITY
The work you do in this course must be your own. This means that you must be aware
when you are building on someone else's ideas—including the ideas of your classmates,
your professor, and the authors you read—and explicitly acknowledge that you are doing
so. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you
do, make it known whose ideas you are working with. If you ever have questions about
drawing the line between others' work and your own, ask me and I will give you clear
guidance.

In order to maintain a culture of academic integrity, members of the University of
Waterloo community are expected to promote honesty, trust, fairness, respect and
responsibility. Check www.uwaterloo.ca/academicintegrity/ for more information.

GRIEVANCE
A student who believes that a decision affecting some aspect of his/her university life has
been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70,
Student Petitions and Grievances, Section 4,
http://wwwadm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be
certain to contact the department's administrative assistant who will provide further
assistance.

DISCIPLINE
A student is expected to know what constitutes academic integrity to avoid committing
academic offences and to take responsibility for his/her actions. A student who is unsure
whether an action constitutes an offence, or who needs help in learning how to avoid
offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should
seek guidance from the course professor, academic advisor, or the undergraduate
associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.


APPEALS
A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

NOTE FOR STUDENTS WITH DISABILITIES
The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

ATTENDANCE
Attendance is compulsory. While you won't be getting a participation mark from me, you will receive one from your team. At the end of the semester you will be graded by your teammates on your participation and contribution to the team assignments and activities. If you are not there to participate, your teammates will notice. You will also be taking CRIT's every couple of weeks and if you miss the CRIT you will not have a chance to rewrite since they are then taken by the team in-class and graded immediately. The discussion after these in-class activities and tests are part of what you will be responsible for on your tests and paper and exam. If you are unable to make it to class, I will not provide you with notes so you should make arrangements with a classmate.

LATE PAPERS
Keeping in mind the many unforeseen events that can occur in the average Waterloo student's life and knowing the rigorous schedules many of you have, I have a generous extension policy. As long as you give me the request in writing —print or email—(complete with a new deadline) before the paper’s due date, your requests for an extension will be granted. Keep this in mind though: You must ask for this extension no later than 3 days before the paper is due or it will not be granted. I encourage you to take a close look at your workload and to take me up on the extension offer if you have several essays due at the same time or if a paper is due while you're writing exams in
several courses. If another emergency comes up, let me know, but often I will not offer extensions within 48-24 hours of the deadline. Also, the rewrite option will not be available to students who obtain extensions.

If the original deadline is passed by a student who has not received an extension or an extended deadline has been passed, you will lose a letter grade (A becomes a B, so an 80 paper would become a 70 paper) each day for up to one week, NO PAPER WILL BE ACCEPTED ONCE AN ORIGINAL OR EXTENDED DEADLINE HAS PASSED BY MORE THAN A WEEK. Extended or late papers will be graded AFTER on-time student work.

OTHER MATTERS OF CLASSROOM ETIQUETTE

Academic learning requires focus and concentration. Being considerate about the following matters will help to optimize the learning in our classroom.

- Cell phones, electronic devices, and non-academic use of laptops are all distractions for your professor and for the other students in the class. Please shut them off when coming to class.

- Entering the class late is a distraction to everyone. However, if for unusual reasons, you are late, it is preferable to enter the room quietly than to miss the class entirely.