

Course Outline for LING 325 (Canadian English)

Impact of the COVID-19 pandemic: The version of LING 325 to be offered in the Fall of 2020 reflects major changes in curriculum delivery and student assessment that were made necessary by McGill's decision to switch to a remote instruction model for public health reasons. The basic content of the course is the same as in previous years, but lectures are replaced with a schedule of directed reading, following the model of independent study courses, and exams are replaced with written assignments. Assuming the public health situation allows it, the course will return to its previous format in future years. Students are encouraged to consider their options carefully when deciding whether to take the course in its revised version this year or wait until the standard version can be taken at a later point.

Content: This course will provide you with an introduction to the study of **CANADIAN ENGLISH**, that is, the English language in Canada. Though our main approach to this subject will be a **LINGUISTIC ANALYSIS** of the principal characteristics of Canadian English – the patterns of English vocabulary, pronunciation and grammar that are particular to Canada – we will also examine the subject from a diverse set of **OTHER PERSPECTIVES**, including demographic, legal, historical and cultural. This **INTER-DISCIPLINARY** treatment makes the course appropriate not only for Linguistics majors but for others with an interest in Canadian culture, Canadian English and language in Canada, including students from Canadian Studies and English, but also from Anthropology, Communications, Cultural Studies, Education, Geography, History, Political Science and Sociology. For example, in addition to linguistic analysis, you will read about the population that speaks Canadian English and its distribution across Canada; relations between English and other Canadian languages, including legal and government policy issues; the history of English-speaking settlement in Canada and the relations between Canada and the United States and how these factors have affected the kind of English that developed here; and the role of Canadian English as a medium of Canadian culture, from literature to popular music to film and television. In order to give you some hands-on experience with studying Canadian English as a dynamic and varied phenomenon that surrounds us, you will not only read what others have written about Canadian English but make your own contribution to the subject, by collecting and analyzing some data on five linguistic variables of your choice and comparing your results to those of previous research. We will discover that the way Canadians speak English not only varies from place to place and among social groups, but continues to change over time.

Instructional method and technology policy: In the past, this course has relied on traditional lectures as the main instructional method, along with required readings and class discussion. Given the current pandemic situation, lectures will be replaced with a schedule of directed reading and written work that can be done remotely. **The course will not involve any on-line content or materials:** submission and return of written work and all communication between students and the instructor will be exclusively by **email**. Emails will be sent to the addresses on the official class list; it is the student's responsibility to make sure that they are received.

<p>NB: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/integrity for more information). Also note that, per McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.</p>

Time/Place: Tuesday/Thursday, 1:05-2:25 p.m., but lectures will not take place, so time and place are irrelevant.

Instructor: Prof. Charles Boberg. E-mail: charles.boberg@mcgill.ca.

Access to the instructor: You are encouraged to e-mail me if you have questions or concerns about the course or about other advising matters.

Prerequisite: LING 201, LING 200 or permission of instructor. Since this is a 300-level class, 200-level preparation in Linguistics is a formal requirement. In order to encourage participation from a diverse group of students, pre-requisites have been kept to a minimum and can be waived on a case-by-base basis, following consultation with the instructor. Nevertheless, you will find some aspects of the discussion of the linguistic characteristics of Canadian English and some of the assigned readings easier to understand if you have had at least one previous course in Linguistics. If you have concerns about your level of preparation, consult the instructor.

Evaluation: 5 reading responses @ 10% = 50%
 Fieldwork project 50%

Required textbook: Charles Boberg, *The English Language in Canada: Status, History and Comparative Analysis* (Cambridge U. P., 2010). Available at McGill Bookstore (or Amazon, Indigo, etc.), or electronically through McGill Library.

Other readings: the following articles are anthologized in a course pack available electronically through McGill Bookstore. The Scargill & Warkentyne (1972) reading is necessary for the fieldwork project; others are recommended as supplementary to the material in the textbook.

- Allen, Harold B. 1959. Canadian-American speech differences along the middle border. *Journal of the Canadian Linguistic Association* 5/1: 17-24.
- Avis, Walter S. 1954. Speech differences along the Ontario-United States border. I. Vocabulary. *Journal of the Canadian Linguistic Association* 1/1: 13-18.
- Avis, Walter S. 1955. Speech differences along the Ontario-United States border. II. Grammar and syntax. *Journal of the Canadian Linguistic Association* 1/1 (Regular Series): 14-19.
- Avis, Walter S. 1956. Speech differences along the Ontario-United States border. III. Pronunciation. *Journal of the Canadian Linguistic Association* 2/2: 41-59.
- Bloomfield, Morton. 1948. Canadian English and its relation to eighteenth century American speech. *Journal of English and Germanic Philology* 47: 59-67.
- Chambers, J.K. 1994. An introduction to dialect topography. *English World-Wide* 15/1: 35-53.
- Chambers, J.K. 2006. Canadian Raising Retrospect and Prospect. *Canadian Journal of Linguistics* 51/2-3: 105-118.
- Clarke, Sandra. 2004a. Newfoundland English: Phonology. In Bernd Kortmann and Edgar W. Schneider (eds.), *A Handbook of varieties of English, Vol. 1* (Berlin: Mouton de Gruyter), 366-382.
- Clarke, Sandra. 2004b. Newfoundland English: Morphology and syntax. In Kortmann and Schneider (eds.), 303-318.

- Clarke, Sandra, Ford Elms and Amani Youssef. 1995. The third dialect of English: Some Canadian evidence. *Language Variation and Change* 7: 209-228.
- De Wolf, Gaelan Dodds. 1990. Patterns of usage in urban Canadian English. *English World-Wide* 11/1: 1-31.
- Gregg, R.J. 1957a. Notes on the pronunciation of Canadian English as spoken in Vancouver, B.C. *Journal of the Canadian Linguistic Association* 3/1: 20-26.
- Gregg, R.J. 1957b. Neutralisation and fusion of vocalic phonemes in Canadian English as spoken in the Vancouver area. *Journal of the Canadian Linguistic Association* 3/2: 78-83.
- Joos, Martin. 1942. A phonological dilemma in Canadian English. *Language* 18: 141-44.
- Scargill, Matthew Henry. 1957. Sources of Canadian English. *Journal of English and Germanic Philology* 56: 610-614.
- Scargill, Matthew Henry and Henry J. Warkentyne. 1972. The Survey of Canadian English: A report. *English Quarterly* 5,3: 47-104.
- Tagliamonte, Sali A. 2006. "So cool, right?": Canadian English entering the 21st century. *Canadian Journal of Linguistics* 51/2-3: 309-332.
- Tagliamonte, Sali A. and Alexandra D'Arcy. 2004. He's like, she's like: The quotative system in Canadian youth. *Journal of Sociolinguistics* 8/4: 493-514.
- Woods, Howard B. 1991. Social differentiation in Ottawa English. In Jenny Cheshire (ed.), *English around the World: Sociolinguistic Perspectives* (Cambridge: Cambridge University Press), 134-149.

Reading responses: these will give you an opportunity to demonstrate your understanding of the material covered by the textbook. There will be one response for each of Chapters 1-5 (Chapter 6 is a summary of 1-5). To guide your responses, you will be sent one or more questions about each chapter by email. Responses to those questions should be in your own words, not copied directly from the textbook. Each response will be approximately 500-1,000 words or 2-4 pages long (12-point font double-spaced) and worth 10% of your grade. Grading will be on a 5-point scale: 5 for outstandingly good relative to other papers in the class; 4 for very good but not outstanding; 3 for basically satisfactory; 2 for somewhat unsatisfactory or partially incomplete; 1 for totally unsatisfactory or substantially incomplete; and 0 for missing (not submitted). Responses will be due on the dates indicated in the schedule below; you will be sent the question(s) at least one week before each due date. You may consult with me by email if you need guidance in writing a response.

Fieldwork project: This is your chance to contribute something new to our knowledge of Canadian English.

Working individually or in a group, as you prefer, carefully examine the *Survey of Canadian English*, carried out by Scargill and Warkentyne in 1972, which is included in your course pack, and find **five questions** from the *Survey* that interest, surprise or puzzle you. Design a follow-up study of those questions, using data from today's speakers of Canadian English. Begin with a *hypothesis* or set of hypotheses: how do you think people would respond to these questions today, and why? In order to test your hypothesis/es, you'll need to find at least 20 native-speakers of English who are good representatives of at least one of the regions in the *Survey* (one of Canada's ten provinces); that is, they should have grown up almost exclusively in that place and should ideally still live there today. You may contact them in-person (e.g., classmates or 'rez' mates) or remotely by phone, e-mail, social media, etc. (e.g.,

friends and family in the place you come from). If you wish, you may investigate and report on more than five questions, or more than one region, and collect more than 20 responses, but you will not be penalized for meeting only the minimum requirements of the project. One advantage of working with a group is that you can gather more data from more regions, making a more interesting and informative project. You are welcome to consult with me by email if you have questions about the design of your project.

To **collect the data** you may ask people the questions orally, send a questionnaire by email, create an on-line survey using web tools, or any other method you choose. Whatever approach you take, make sure you ask exactly the same five questions that Scargill and Warkentyne asked, worded the same way, so the responses are directly comparable.

Once your data are collected, tabulate the responses and **compare** your results to the 1972 data and to your hypothesis. Was/were your hypothesis/es correct? Has usage changed in the two generations since the *Survey* was published? If so, can you explain the change in terms of the influences on Canadian English that you have read about in the course? Do all five of your questions show the same pattern? If not, can you explain the differences?

Once your analysis is complete, write up and submit a **report** on your study by the date indicated below. Your report should include four labeled sections: 1) *Introduction* (what did you study and what was/were your hypothesis/es?); 2) *Method* (how did you choose your respondents and gather your data?); 3) *Results* (a table of your results with comparison to earlier data); 4) *Discussion* (identification, analysis and explanation of your results, including evaluation of your hypothesis/es). Group members may submit either joint or individual reports on their group's data. Reports should be **10-20 pages** long, double-spaced in 12-point font.

Project reports will be graded out of 25 points, distributed equally among 5 criteria: introduction, method, results, discussion, and general quality of presentation. For each of these aspects, grading will follow the same 5-point scheme as explained above for reading responses.

Policies on submission of written assignments (reading responses and fieldwork project): either individual or **group work** is acceptable. For group submissions, names of all members should be clearly indicated and all members will receive the same grade. Papers should be **submitted by email** on the dates indicated below. Either **Word** or **pdf** format is acceptable: submissions in other formats may be rejected if they cannot be read. Comments and grades will be returned to you by email either on the paper itself (in a distinctive font) or in a separate document.

Extensions of submission deadlines will not be granted except in cases of legitimate, unanticipated and properly documented medical emergency or other serious incapacity. **Late submissions** without extension will be penalized at a rate of 10% of the paper grade per day, including weekends, starting at midnight of the due date. It is the **student's responsibility** to ensure timely and effective submission of all written work; any irregularities in this respect, including late submissions, should be communicated clearly and as soon as possible to the instructor.

In writing and formatting your text, you should observe the following **guidelines**. Papers that ignore the guidelines may be penalized or rejected.

- All written assignments should be **neatly** presented, beginning with a **title page** stating the student's name and McGill ID number, the title of the submission, the course (LING 325) and the date. ID numbers may be omitted from group submissions on privacy grounds.

- **Page numbers** and a header containing the student’s or group’s name should be included on every page of text (following the title page) except, if you prefer, the first page; page numbering should count the first page of text, not the title page, as page 1.
- The main text should be in **12-point font, double-spaced**.
- The text should be free of typographical, stylistic and grammatical errors. If you have difficulties in this respect, or you are not a native-speaker of English, you are encouraged to seek help in checking over your text before you submit it. All students should **edit** their work carefully before submitting it. Care in this regard shows respect both for your own work and for your reader.
- **In-text citation** should follow the normal practice in Linguistics, which is to identify the author’s last name and the year and, if possible, page number of the citation in parentheses after the quotation or cited idea, e.g., “quoted text” (Smith 1975:12).
- Students are reminded that all ideas, facts and spoken or written passages taken from other sources or authors must be properly attributed to their original sources and/or authors, and that failure to do so may constitute **plagiarism**, which could result in a failing grade on the paper or, potentially, more serious disciplinary measures. If you have questions about citation, consult the instructor.
- Fieldwork projects should conclude with a **list of references** to all works cited in the text, in a consistent format, with entries listed alphabetically by author’s last name. Beyond that, the particular reference format you use is up to you (if in doubt, use the reference list in the course textbook or one of the assigned articles as a guide).
- **Tables and figures** (graphs or illustrations) should be sequentially numbered for easy reference and accompanied by brief captions explaining their content.
- **Appendices** of extra material may be included after the list of references but will not be read unless specifically referred to in the body of the paper; appendices do not count towards the page-length of the paper.

If you have any additional questions or concerns about written assignments, you are encouraged to consult the instructor as early as possible.

Tentative schedule of due dates for readings and written assignments:

<i>Date</i>	<i>Day</i>	<i>Textbook reading (Boberg 2010)</i>	<i>Other reading</i>	<i>Written work due</i>
09.03	TH	Begin reading Ch. 1		
09.08	TU	Ch. 1 Secs. 1.1-1.2		
09.10	TH	Ch. 1 Secs. 1.3-1.4	Avis 1954-56; Allen 1959; Chambers 1994	
09.15	TU	Ch. 1 Secs. 1.5-1.6	Scargill & Warkentyne 1972	Ch. 1 response
09.17	TH	Begin reading Ch. 2		
09.22	TU	Ch. 2 Secs. 2.1-2.2		
09.24	TH	Ch. 2 Secs. 2.3-2.4	Bloomfield 1948; Scargill 1957	
09.29	TU	Ch. 2 Secs. 2.5-2.6		Ch. 2 response
10.01	TH	Begin reading Ch. 3		
10.06	TU	Ch. 3 Sec. 3.1		
10.08	TH	Ch. 3 Sec. 3.2	Gregg 1957a, b; Joos 1942;	

			Chambers 2006	
10.13	TU	Ch. 3 Sec. 3.3	Tagliamonte & D'Arcy 2004; Tagliamonte 2006	Ch. 3 response
10.15	TH	Begin reading Ch. 4		
10.20	TU	Ch. 4 Sec. 4.1		
10.22	TH	Ch. 4 Sec. 4.2		
10.27	TU	Ch. 4 Sec. 4.3		Ch. 4 response
10.29	TH	Begin reading Ch. 5	Clarke et al. 1995	
11.03	TU	Ch. 5 Secs. 5.1-5.2		
11.05	TH	Ch. 5 Secs. 5.3-5.4		
11.10	TU	Ch. 5 Sec. 5.5		Ch. 5 response
11.12	TH	Ch. 6		
11.17	TU	Coursework complete		Fieldwork project reports due
11.19	TH	Coursework complete		
11.24	TU	Coursework complete		
11.26	TH	Coursework complete		
12.01	TU	Coursework complete		