English 436/Linguistics 402  The Structure of English Syllabus
Summer 2017 6 week term-based online course

*May also be taken as LING 402 with permission of instructor*

Prerequisite: English 370 or Ling 201 or permission of instructor.

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Course Description:
This course is designed to make you love something you think you hate: grammar. In fact, as you progress through the course you will likely find that studying grammar is not only less terrifying than you thought, but in fact, that it is actually rather interesting, and a lot of the time, even fun. Rather than correcting each other and learning ‘proper grammar’ in this class, we discover, by exploring your own intuitive knowledge of English, how this fascinating and complex and ever changing language works. This investigation provides you with the tools to analyze language in general, and English in particular, in any representation.

Along with the more technical aspects of grammatical analysis, we will explore how linguistic facts intersect (or don’t) with social attitudes about language and grammar. There are many thorny questions that arise when we find that in terms of grammatical structure, all language varieties are created equal, though many claim that one way of speaking is more desirable than another. Such judgments are social rather than based on linguistic fact, and they tell us a lot about what we think of each other. They also have powerful social, political, and cultural effects that we will explore together in this class.

Evaluation details:
- Homework (20%)
- Quizzes (30%)
- Discussion board posts (10%)
- Final Exam (30%)
- Grammar in the Wild: Group Project (10%)

Required Text: *Navigating English Grammar*, by Anne Lobeck and Kristin Denham. Wiley Blackwell, 2013 (both print and e-book are available, and copies will be on reserve in the WWU library).

Being Online:
All work will be submitted on Canvas by specified due dates and times (M-F). The course is divided into 6 modules, and we will complete one module per week. You will have the opportunity to build a peer network through small group activities (including a final small group project), discussions and assignments, promoting a collaborative, interdisciplinary approach to linguistic inquiry. I will interact regularly online with you both individually and in groups, offering feedback and support, through video conferencing, Canvas Speedgrader, discussion board posts, and instructional videos that
outline outlining central themes related to the course content, as well as externally produced scholarship, including videos, audio recordings, articles, and so on. During the last week of the course we will have a virtual class poster session in which you will present your small group projects.

**A note on technology:**
Students are expected to have a basic working knowledge of computers, the internet, email, and word processing, as well as the following:

- Regular access to a computer with a high speed internet connection that has:
- A recent media player such as Windows Media Player or VLC Media Player
- Microsoft Office or another office suite
- Adobe Acrobat or other PDF reader
- A headset with microphone & headphones (optional, but preferred for web meetings)