"The English Language in a Global Context"
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           Or email for an appt 😊

Class Description and Objectives

In this course, we will examine a variety of issues related to the global dominance of the English language. We will take an interdisciplinary approach to the topic, emphasizing themes such as migration, globalization, education, and identity. Throughout the course, we will explore the relevance of these issues to educators, linguists, and policy-makers around the world.   Students will develop a deeper understanding of the relationship between language and socio-political dynamics.

This course is also designed to build students' rhetorical agency, helping them expand their repertoire of reading, writing, research, and speaking skills. Course assignments and activities are designed to promote intellectual growth, but also to provide academic scaffolding and skills development. Students will receive extensive feedback from peers and the instructor on their work, and will be expected to reflect critically on their learning throughout the course. Students in this class will also deepen their global citizenship, intercultural competence, and Critical Language Awareness, including questioning some of their own assumptions about language, identity, culture, privilege and power.

Reading List

1. Crystal, D. (2012). English as a Global Language (2nd Ed). Cambridge University Press. [*Available at the Online Bookstore or from other sellers. Please purchase ASAP*]

2. The packets of other readings will be available on Canvas, via the Course Hub (go/hub) [*Please print out this packet, for use in class*]

3. Other readings, links, and supplementary material are also available on Canvas.

Expectations

Communication and Timeliness

Your presence and engagement are an important part of your learning, of your peers' learning as well! I expect you to be in class on time as much as possible, to complete all assigned readings, and turn in your work on time. **Communication is key!** There may be penalties for late papers,

multiple absences, or lack of preparation for class, unless we have made arrangements in advance. If you do need to miss class, please notify me (via email or text message) before class that you will be absent. Extended absences may require approval from a Dean. I often send reminders and notes via email, so please check your email at least once every 24 hours, I attempt to return all phone calls and emails within 48 hours.

Your feedback on the course is very helpful to me. I will give you opportunities to reflect on how things are going, both in-class and anonymously. But I appreciate hearing from you at any point about your needs and experiences. If you encounter difficulties with any course material or assignments, please contact me **early** and **often**, so that I can help support you.

Engagement during Class

What does it mean to "participate" in this course? Course participation includes discussion (both speaking and active listening), as well as engagement in individual, pair, and small group activities. This means that **doing the readings for course is crucial to your ability to participate** (see more info at Grading Breakdown, below). Participation in class discussion is also important to your course learning, and for this class, that means both **speaking and listening**. Some agreements that can help us to have productive dialogue together include:

- ❖ Share airtime- step 'up' or 'back' as needed
- ❖ Avoid interrupting—allow others to finish their speaking
- ❖ Maintain confidentiality of students and stories.
- ❖ Attend to cell phones (and other technology) in ways that allow you and others to be as present as possible.

Being an **active participant** in class also requires you to be organized. This includes:
- Making time to do the readings before class, focusing in particular on terminology (see terms list on Canvas)
- Having a folder/notebook in which to keep course handouts and other materials
- Keeping track of your schedule, so that you meet deadlines
- Using multiple strategies (e.g., Google Drive, OneDrive, Dropbox) to back up your work (Note: Expect and prepare for a computer crash at some point this semester!)

Finally, although I do not have a specific policy about use of technology in the classroom, I expect you to be **mindful** about using devices in a way that promotes learning rather than distraction.

Formatting for Written Work

Unless specified otherwise, written assignments should be double-spaced, 12-point font (Times New Roman), with 1-inch margins. APA citation style is preferred, but other formats may be accepted upon student request (NOTE: No cover page or abstract is necessary).   All work should include an honor code statement: ***I have neither given nor received unauthorized aid on this***

assignment. If you have worked with anyone other than a tutor (or Prof. Shapiro) on an assignment, please note that as well.

In class, we will talk more about academic integrity, including ways use sources appropriately, as well as when and how to collaborate with peers on particular assignments. For now, please remember that **plagiarism** usually involves using someone else's words or ideas as if they were your own. It can have very serious consequences, including academic suspension or even expulsion. For more information on plagiarism and how to avoid it, please see this resource from the University of North Carolina Writing Center: https://writingcenter.unc.edu/tips-and-tools/plagiarism/. For a self-guided tutorial about academic integrity at Middlebury, visit **go/ait**.

If you have a disability or learning issue **of any kind** that might impact your studies, please communicate with me as soon as possible. For formal accommodations, please be sure to contact the Disability Resource Center (formerly "ADA Office"): https://www.middlebury.edu/office/disability-resource-center

Although I will be available to support your learning, I hope you will also make use of support from:

- **The Center for Teaching, Learning, and Research** (**go/CTLR**) offers peer tutoring for nearly every academic subject, including drop-in writing tutors, prescheduled study groups, and professional staff.

- The **Writing Center (go/WC)** offers both peer and professional writing tutoring, online and in-person. They also offer conversation partners for students for whom English is an Additional Language, as well as other events and resources. **We have a specific tutor who has been paired with our class:** *Hanwen Zhang (hanwenz@middlebury.edu)*

- **Oratory Now (go/oratorynow)** is a group of peer coaches for oral presentations and other forms of public speaking.

- The **Office of Digital Learning and Inquiry**—**go/DLINQ**) offers support with all sorts of technologies and digital tools.

- **Professional librarians -(go/lib** to chat or request appt with a librarian)**.** Our assigned librarian is Douglas Black (dblack@middlebury.edu), although you are welcome to work with anyone.

- **Counseling Services (go/counseling):** Can help with emotional and social challenges, including stress, anxiety, and adjustment to Middlebury. There are often same-day in-person appointments available, in addition to 24/7 support via MiddTelehealth.

- **Anderson Freeman Center** (**go/afc**): Intercultural Center in Carr Hall, designed to provide a 'home' for students who have been historically underrepresented or marginalized in higher education. Great place to relax, make new friends, cook, etc. My office is there as well ☺

Grading Breakdown

- ❖ Class preparation and participation- 25%
- ❖ Short assignments and early drafts of major papers- 20%
- ❖ Major papers/projects, final drafts- 40% (10%, 15%, and 15%, respectively)
- ❖ Oral presentations- 15% (10% and 5%, respectively)

Course participation includes discussion (both in-class and online), peer review, meetings with instructor and peer tutors, and other activities that help you engage more deeply with course material and improve as a writer. Short assignments are designed to build up to the major papers and projects for this course, as well as to help you reflect on what you are learning throughout the course. Major papers and projects will be graded on content, quality/clarity of expression, and growth/reflection. (More specific grading criteria will be provided in class). You will receive peer and instructor feedback on the first drafts of your major papers, so that you can revise them to produce your best work. Oral presentations are graded mainly on content, but organization and delivery are also taken into account.

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Major Papers

NOTE: More details on each assignment will be given in class. This is just a general overview, so you can begin to plan your semester schedule accordingly.

Project I: *Profile of a Variety of English*

For this project, you will choose a specific country or region to focus on, to develop a linguistic profile of English in that area. You will prepare a short oral presentation (5 min plus 2 min Q/A) and write a **report and analysis paper** (approx. 4 pages), using course readings and outside sources, as necessary.

Your paper should answer the following questions:

1) What are some of the linguistic characteristics of the variety of English spoken in this region? (lexicon, syntax, phonology, pragmatics, etc.)
2) What are the particular dynamics (geographic, political, historical, social, cultural) that have shaped this variety and the attitudes toward it?
3) How does this "case study" illustrate (or complicate) themes and issues from our course readings and discussion?
4) What surprised or intrigued you most about your findings? (i.e. "So what?")

Some of the varieties of English that students have found most interesting include:

> *Scottish, Irish, Welsh, Cockney, Queen's English (RP), Estuary English, Boston Brahman, Appalachian, New Zealander, Aboriginal, Jamaican, Hawaiian (and other creoles)*

Chinglish, Singlish, Franglais, Denglish, S. Rusglish, Spanglish (US-Mex border)
English for Specific Purposes (e.g. aviation, hip hop), and many more!!

II. Position Paper: *Key Questions in World Englishes* (6-8 pages)

In this paper, you will argue for a position on a key question in the field of World Englishes, drawing on course readings and **at least two** outside sources. In addition to outlining the evidence in support of your position, you will address potential counterarguments. You will complete multiple drafts of this paper, and your final draft should include a **Writer's Memo**, which outlines the ways this draft improved over time, and reflects on how you are growing as a writer. You will also draw on your research/writing to engage in a "critical conversation" (role-play/debate or class discussion), alone or with a classmate, about your topic.

Possible questions to be explored for this paper include:

a. Is the increase in "New Englishes" (particularly in outer and expanding circles) a problem that should be combatted, or a phenomenon to be celebrated?

b. Do the benefits of English as a *lingua franca* outweigh the downsides?
    (Consider a particular country/context for your position)

c. How serious a problem is linguistic imperialism? Should it be resisted? If so, how?
    (Choose a particular geographic focus for this question).

d. Should English be named the "official" language of the United States (or of another country)?

e. What are the best ways for schools (and/or governments) to promote multilingualism over English monolingualism?

f. How likely is it that another language will replace English as 'the' global language in the future?

See Crystal Ch 5 for discussion of some of these issues.
Organizations that might be useful as you explore possible topics for this paper include:

- British Council (e.g., 2011 publications on role of English in developing countries)
- UNESCO- e.g., Universal Declaration of Linguistic Rights
- Endangered Languages Project
- Brandeis University- Language, Culture, Justice Hub (e.g., Spotlight, including from SS)
- Center for Applied Linguistics—e.g., Heritage Languages
- University of Chester students' Language Debates blog
- New America: On "official English" and "English-only" legislation
    o Most recent: see 2017 "English Language Unity Act" in Congress.
- Open University mini-course - English: Language of Controversy
- CLA Collective (designed by Prof S!): https://cla.middcreate.net/ - see "top 5 lists"

III. Project: *Writing Beyond the Classroom*

For this project, I'm asking you to look beyond the walls of our classroom, to consider the implications of our course learning for a public audience. You will design a writing project that outlines a need or concern and suggests a plan of action. This project has several components and due dates. First, you will write a short **Proposal** explaining your choice of issue, intended audience, and proposed format. You will then research relevant secondary sources to increase your knowledge base, resulting in an **Annotated Bibliography** of at least **five** sources (from the course or outside) that inform your thinking about this issue. The final component of this project is a piece **of Public Writing** that responds to the issue you have identified, written for the audience you have analyzed. You will simulate presenting your ideas to that audience in your final presentation (8-10 min), and will also be asked to reflect on the choices you made as a writer in your **Introduction** (1-2 pages). I may ask you to write a separate, private **Writer's Memo** about your experience completing the project.

Possibilities for this project include…

- ❖ Editorial for a newspaper, magazine, or newsletter
- ❖ Letter to governmental officials, school administrators, or other authorities
- ❖ Informational or persuasive website
- ❖ Brochure or pamphlet for parents, students, teachers, etc.
- ❖ Creative nonfiction (essays, personal letters, speech transcripts)
- ❖ Creative writing (poetry, plays, short stories)

Page length and other formatting requirements for this project will vary, depending on the student. You will be graded on a set of criteria tailored to the particular purpose and audience you have chosen. This is your opportunity to "break out" of the traditional academic essay and try something new! Work in other languages (with a separate English translation) is welcomed. Students are also encouraged to use media (websites, visuals, audio clips, etc.) in their writing and/or as part of their presentation.

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COURSE CALENDAR

Feb 15 (T)- Course introduction, overview, and partner interview.

Feb 17 (Th)- Crystal Ch 1 (pdf of chapter on Canvas. Email Prof. S. if you need full text).

Due by **Sat Feb 19th** (Canvas): Summary and response to partner interview (~2 pp.)
*NOTE: By Thurs Feb 24th, watch *American Tongues* film (Kanopy streaming).

Feb 22 (T)- Crystal Ch 2 (Why English?- historical). Overview of Project 1- Profile of a Variety
            of English.

Feb 24 (Th)- Watch *American Tongues.* Also explore your assigned subpage of PBS's "Do You
            Speak American?" (topic: American English[es])

Due Feb 27 (Sun): Topic proposal and list of 5 scholarly/reputable sources for Profile project.

Mar 1 (T)- Read Murphy, 2016. Also explore http://dialectblog.com/british-accents/
            Discuss Profile project.

Mar 3 (Th)- Read Crystal Ch 3 and 4 (Why English?- cultural).
            Possible oratory workshop?

Mar 8 (T)- Recap Crystal Ch 3 and 4. Also read Harbec, 2015 (from BBC) and "Creative
            Convicts" page on "Strine" (look for culture-language connections).
            (topic: Other Inner Circle Englishes). Sign up for presentation dates.

Mar 10 (Th)- Read Sailaja, 2012 and Vaipayi, 2012. Also **Presentations I.**
                (topic: Outer Circle Englishes- Indian).
            [All week: meetings w/ PWT and/or Prof S. re: Profile paper]

Mar 11/12 (Fri/Sat): Peer review Profile papers in person or electronically. (You'll reference
the feedback you received in your Writer's Memo with the draft submission—see below).

Due Mar 13 (**Sun, short extensions by request)** (Canvas): Profile paper (first full draft, ~4pp.),
along with Writer's Memo, including summary and evaluation of peer feedback.

Mar 15 (T)- **Presentations II**. Read Silva, 1997 (topic: S. Africa and Postcolonialism)
            Begin discussing "key questions" topics/

Mar 17 (Th)- **ONLINE CLASS (Zoom). Presentations III.** (topic: Future of global English).
            Read Phillipson, 2012 in *The Guardian* and Crystal Ch 5. [Optional additional for
            teachers: Modiano, 2001]
            *Choose topics and partners for "key questions" debate/discussion next week.

March 19-27-SPRING BREAK

Due Mon Mar 28 (Canvas): Profile paper final draft, plus Writer's Memo.

Mar 29 (T)- Read Jenkins et al, 2001 (topic: Expanding circle/ELF: Europe)
Round I of "key questions" debate/discussion. Discuss Position Paper (#2).

Mar 31 (Th)- Prepare outline (3 copies) and mini-presentation for Position Paper.
              Round II of "key questions" debate/discussion.

[*All week, meetings with SS and/or PWT*]

Apr 5 (T)- In-class peer review of Position Paper 1st draft (bring **3 copies** to class).
            Preview readings for Thurs.

Apr 7 (Th)- Read Bolton, 2008 [all] and Evans, 2010 [excerpts] (topic: Expanding Circle cont'd:
            East/SE Asia). Possible additional writing workshop.
Due Sun Apr 10 (on Canvas)- Revised draft of Position Paper.

Apr 12 (T)- Read Parmegiani, 2017 and Sean (Ho-June) Rhee's poetry collection.
            (topic: Gender, ownership, and English).

April 14 (Th)- Bolton, 2010. Also explore Joanna Balla's website project- and
            (topic: World Englishes literature/creativity)

 Due Sun Apr 17 (on Canvas)- Final draft of Position Paper, plus Writer's Memo

Apr 19 (T)- Rodriguez "Public and Private Language" and Park "English Fever"
             (topic: Linguistic/cultural assimilation)

Apr 21 (Th)- Tan "Mother Tongue" and Hertog "Mother Tongue" (topic: Linguistic insecurity;
             native-speakerism). Possible Skype w/ Hertog. Also preview URO Symposium.

 *Fri Apr 22 -URO Spring Student Symposium- Attendance encouraged—EC opportunity!

Due Sun Apr 24 (Canvas discussion): Proposal for final project, including 3-5 sources.

Apr 26 (T)- Chose 1: Martinez, 2015 **OR** Shang & Zhao, 2017 (topic: Advertising / Media)
             Choose another: Jansen & Westphal (2017) **OR** Dovchin, 2017 (topic: World
             Englishes in Music)

Apr 28 (Th)- de Wit, 2016 and de Figueiredo, 2017 (topic: Education/Linguistic imperialism)

    [*Meetings available re: final projects*]

May 3 (T)- Readings/media TBD- possibly Bamgbose (2003). (topic: Language Policy).

May 5 (Th)- Readings/Media TBD. Possible film. Also explore [CAL Heritage Language FAQ](#) OR [CAL Two-Way Immersion FAQs](#) (topic: Pluralism/multlilingualism in education).

[Meetings w/ PWT and possibly Oratory Now coaches this week or next]

Due Sun May 8 (on Canvas)- draft of final project OR sign up to meet Prof. S next week.

May 10 (T)- Presentations/Sharing I. Writing Workshop (editing/polishing).

May 12 (Th)- Presentations/Sharing II. Course wrap-up.

Due Mon May 16 (on Canvas)- Final Project, including Introduction/Rationale (1-2pp.), Main Project, and Annotated Bibliography (5 sources from class or outside).