

WRPR/EDST 0102- Fall 2022
“The English Language in a Global Context”
Dr. Shawna Shapiro

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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. (2003/2012). English as a Global Language (2nd Ed). Cambridge University Press. [*Available at Online Bookstore or other sellers. Please purchase/print ASAP*]
2. The packets of other readings will be available on Canvas, via the Course Hub ([go/hub](#)) [*Please bring these readings to class—ideally printed copies*]
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 with other people’s stories.

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 key questions and terms, which I’ll share in class
- 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.

Academic Integrity and Support

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. We have an assigned tutor, *Hanwen Zhang* (hanwenz@middlebury.edu) who has worked with this course before 😊 Hanwen will be in touch with you directly about his availability to meet regarding your first two papers.
- **Oratory Now (go/oratorynow)** is a group of peer coaches for oral presentations and other forms of public speaking. They may be visiting our class at some point in the semester!
- 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 Carrie Miyoshi Macfarlane (cmacfarl@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 TimelyCare.
- **Anderson Freeman Center (go/afc)**: Intercultural Center in Carr Hall, designed to provide a ‘home’ for students who have been historically marginalized in higher education. It’s a great place to relax, make new friends, cook, etc. My office is there, too!

Grading Breakdown

- ❖ Class preparation and participation- 20%
- ❖ Short assignments, meetings, and early drafts of major papers- 15%
- ❖ Major papers/projects, final drafts- 50% (15%, 20%, 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 early drafts of major papers, so that you can revise them to produce your best work. Oral presentations are graded mainly on content, but I also take into account organization and delivery.

Major Assignments

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) 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, Carolina Brogue, New Zealander, Aboriginal, Jamaican, Hawaiian (and other creoles), Chinglish, Singlish, Franglais, Denglish, Rusglish, Spanglish,

English for Specific Purposes (e.g. aviation, hip hop), and many more!!

II. Position Paper: Key Questions in World Englishes (5-7 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 readings for Nov 29th (Crystal Ch 5 and Dincer & Yeselyurt [2020]) for discussion of some of these and other critical issues. You can also explore possible topics via organizations like:

- 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 Prof. S!)
- Center for Applied Linguistics—e.g., [Heritage Languages](#)
- University of Chester students’ [Language Debates blog](#)
- New America: On [“official English” / “English-only”](#) legislation (inc. 2017 [“Unity Act”](#).)
- 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, we will 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. Your project should be a piece of **Public Writing** that responds to the issue you have identified, written for an audience you know or have researched. Your writing should reflect your learning from our course, as indicated by citations within the text or via an **Annotated Bibliography** of 3-5 readings/media that have informed your understanding. In class, you will give a **Presentation or Reading** of your work (5 min), and will also be asked to reflect on your goals and choices in an **Introduction or Writer's Memo (1-2 pp.)**.

Possibilities for this project include...

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

Page length and other formatting requirements for this project will vary, depending on your goals and genre. 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 or explanatory footnotes) is welcomed. Students are also encouraged to use media (websites, visuals, audio clips, etc.) in their writing and/or as part of their presentation.

COURSE CALENDAR (tentative)

NOTE: Readings for Sept 25-Oct 20 are in Packet 1. The remainder are in Packet 2.

Sept 13 (T)- Course introduction, overview, and jigsaw survey.

Sept 15 (Th)- Crystal Ch 1. Visit from Hanwen.

Due by Sun Feb 18th (Canvas): Jigsaw survey summary and response (~2 pp.) .

*Watch *American Tongues* film ([Kanopy streaming](#) via Midd Library) by Thurs Sept 22nd.

Sept 20 (T)- Crystal Ch 2 (Why English?- historical). Overview of Project 1- Profile of a Variety of English.

Sept 22 (Th)- Watch *American Tongues*. Also explore your assigned subpage of PBS's "[Do You Speak American?](#)" (topic: American English[es])

Also note Sept 22-24: CLIFFORD SYMPOSIUM- **Extra credit possibility!**

Due Sept 25 (Sun): Topic proposal and list of 5 scholarly/reputable sources for Profile project.

Sept 27 (T)- [Braber, 2018](#) (from *The Conversation*) Also explore text and audio from <https://accentbiasbritain.org/accents-in-britain/>. Discuss Profile project.

Sept 29 (Th)- Crystal Ch 3 and 4 (Why English?- cultural). Possible oratory workshop.

[This week: meet with Hanwen to talk through structure for presentation and paper]

Oct 4 (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.

Oct 6 (Th)- **Presentations I.** Also read [OED blog](#) on Indian English. If time, watch “[Sampling of Indian Accents](#).” (topic: Outer Circle Englishes- Indian).

Oct 7/8 (Fri/Sat): Peer review Profile papers, in person or electronically.

Due Oct 9 (Sun) (Canvas): Profile paper (first full draft, ~4pp.), along with Writer’s Memo, including summary of peer feedback.

Oct 11 (T)- **Presentations II.** Read Silva (1997) (topic: S. Africa and Postcolonialism) Begin discussing Paper 2 topics.

Oct 13 (Th)- **Presentations III** (if needed). Read Bolton (2008) and Park (2009). (topic: English in East and Southeast Asia). Continue discussing Paper 2 topics.

[This week: Meetings with Hanwen or Prof S. to talk through Profile paper revisions]

*Oct 17th 4:30pm- *Extra credit opp*- talk by [María Luz García](#) on Mayan translation in U.S.

Oct 18 (T)- Jenkins et al (2001) and Wax & Gonzalez (2021 -[Politico](#)). (topic: English in Europe/EU). In-class role-play/debate [choose a country].

Oct 20 (Th)- [de Wit, 2016](#) and Rahman & Singh (2021) **OR** Suarez (2005) (topic: Debates about English in world-wide education). In-class role-play/panel.

Due Sun Oct 23 (Canvas, extensions by request): Profile paper final draft, plus Writer’s Memo.

Oct 25 (T)- Bambgbose (2003) and Phillipson (2012) (topic: Can English dominance/imperialism be resisted?)

Oct 27 (Th)- [Carter \(2018\)](#)- *The Conversation*) and Rodriguez “Public & Private Language” *Optional: Garcia (2018)*- NPR. (topic: Spanish language loss among U.S. Latinxs). In class: Workshop topics for Paper 2.

Due Sun Oct 30 (Canvas): Intro paragraph, Outline, and List of sources (thus far) for Paper 2.

[This week: meet with Hanwen to talk through structure for presentation and paper]

Nov 1 (T)- Tan “Mother Tongue” and Hertog “Mother Tongue.” *Optional:* This American Life podcast segment: [RSV-Pa](#) (topic: Linguistic insecurity; native-speakerism in the U.S.).

Nov 3 (Th)- In-class workshop for Paper 2.

Due Sun Nov 6 (Canvas): Full draft of Paper 2.

[This week: Meetings Hanwen or Prof S. to talk through Paper 2 revisions]

Nov 8 (T)- Nwabunze (2016) and explore Joanna Balla’s [website project](#) (topic: World/New Englishes in literature)

Nov 10 (Th)- Jansen & Westphal (2017) and explore Sean (Ho-June) Rhee’s poetry collection. *Optional:* Economist’s [Spotify analysis](#) (topic: World Englishes in music/poetry).

Nov 15 (T)- Peer review of Paper 2 (bring **3 copies** to class). Also explore info at [#BlackLanguageSyllabus](#) (topic: Black/African American English) *Optional:* watch Dr. Lisa Green’s [online talk @Midd.](#)

Nov 17 (Th)- Martinez (2015 w/ highlights) and explore websites on Spanglish and/or [mock Spanish](#) (e.g., from [Washington Post](#)) (topic: Linguistic symbolism and appropriation)

Due Fri Nov 18th: Final draft of Paper 2 (short extensions granted by request)

Nov 18-27 THANKSGIVING BREAK

Due Mon Nov 28 (Canvas): Proposal for final project, including 3-5 relevant readings (from class or outside)

Nov 29 (T)- Jigsaw: Crystal Ch 5 **OR** Dincer & Yeselyurt (2020). (topic: The future of English as a global language). In-class debate/role-play(?).

Dec 1 (Th)- Readings/Media TBD. (topic: Supporting linguistic diversity in education—and beyond!)

[This week: Meetings available w/ Hanwen and Prof S.]

Due Sun Dec 4 (Canvas)- draft of final project (**OR** arrange to meet Prof. S next week)

Dec 6 (T)- Presentations/Sharing I. Writing Workshop (editing/polishing).

Dec 8 (Th)- Presentations/Sharing II. Course wrap-up.

Due Mon Dec 12 (Canvas)- Final Project, including Intro or Writer’s Memo (see details in syllabus and handouts).