WRPR/EDST 0102- Fall 2023
"The English Language in a Global Context"
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Office Hours (tent.): Mon 11am-12pm (Zoom) Tues/Th 3:40-4:40pm (Munroe 119). 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 socio-political dynamics in relation to language.

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!)

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

Final note: I am open to your using AI text-generation tools like ChatGPT to aid your learning, similar to how you might use an internet search engine to find information or examples for an assignment. But please be advised that these tools have many weaknesses, including inserting inaccurate information and made-up sources. If you would like to use one of these tools for a class assignment, please **notify me in advance** so we can make sure you use the tools to *enrich rather than inhibit* your learning.

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. <u>For now, please remember that **plagiarism** usually involves using someone else's words or ideas as if they were your own</u>. 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 learning challenge **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:

- **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, drop-in and scheduled.

- **Oratory Now (go/oratorynow)** is a group of peer coaches for oral presentations and other public speaking. They will be visiting our class at least once this 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)**:** We have an assigned librarian for WRPR, but 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.

Grading Breakdown

- ❖ Class preparation and participation- 20%
- ❖ Short assignments, meetings, and early drafts of major papers- 15%
- ❖ Major papers/projects, final drafts- 55% (20%, 20%, and 15%, respectively)
- ❖ Oral presentations- 10% (7% for Profile and 3% for final project)

Course participation includes discussion (both in-class and online), peer review, meetings with instructor and possibly 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. 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.

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Major Assignments

NOTE: More details for each assignment, including a grading rubric, will be provided 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?

Our course readings have discussion of these issues. You might also check out these resources::

- 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- 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.

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COURSE CALENDAR (tentative)
NOTE: *Readings for Sept 24-Oct 19 are in Packet 1 on Canvas. The rest are in Packet 2.*

Sept 12 (T)- Course introduction, Overview, and Dyad Conversations.
Sept 14 (Th)- Crystal Ch 1.

Due by Sun Feb 17th (Canvas): Summary and response from Dyad convo (~2 pp.)

Sept 19 (T)- Crystal Ch 2 (Why English?- historical). Overview of Project 1- Profile of a Variety of English. Preview PBS site.

Sept 21 (Th)**-** Watch *American Tongues* via Kanopy streaming. Also explore your assigned subpage of PBS's "Do You Speak American?" (topic: American English[es])

Due Sept 24 (Sun): Topic proposal and list of 5 scholarly/reputable sources for Profile project.

Sept 26 (T)- Braber, 2018 (from *The Conversation*) Also explore text and audio from
https://accentbiasbritain.org/accents-in-britain/. Discuss Profile project.

Sept 28 (Th)- Crystal Ch 3 and 4 (Why English?- cultural).

[This week: meetings available to talk through structure for Profile presentation and paper]
Oct 3 (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: Inner Circle Englishes). Oratory Now workshop & presentation sign-up.

Oct 5 (Th)- **Presentations I.** Also read OED blog on Indian English. If time, watch "Sampling
of Indian Accents. (topic: Outer Circle Englishes- Indian).

Oct 6/7 (Fri/Sat): Peer review Profile papers, in person or electronically.

Due Oct 9 (**Mon)** (Canvas): Profile paper (first full draft, ~4pp.), along with Writer's Memo that
summarizes your takeaways and changes from peer feedback.

Oct 10 (T)- **Presentations II**. Read Silva (1997) (topic: S. Africa and Postcolonialism)
Begin discussing Paper 2 topics.

Oct 12 (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 available to talk through Profile paper revisions]
Oct 17 (T)- Jenkins et al (2001) and Wax & Gonzalez (2021 -Politico).
(topic: English in Europe/EU). In-class role-play/debate [choose a country].

Oct 19 (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 22 (Canvas, extensions by request): Profile paper final draft, plus Writer's Memo.

Oct 24 (T)- Bamgbose (2003) and Mikanowski (2018) (topic: English dominance/imperialism)

Oct 26 (Th)- **ONLINE CLASS**. To prepare, read Carter (2018- The Conversation) and
Rodriguez "Public & Private Language" *Optional*: Garcia (2018)- NPR. (topic: Spanish
language loss among U.S. Latinxs). Also discuss possible topics and sources for Paper 2.

Due Sun Oct 29 (Canvas): Intro paragraph, Outline, and List of Sources (thus far) for Position
paper.

Oct 31 (T)- Tan "Mother Tongue" and Hertog "Mother Tongue." *Optional*: This American Life podcast: RSV-Pa (topic: Linguistic insecurity; native-speakerism in the U.S.).

Nov 2 (Th)- In-class workshop for Position paper.

Due Sun Nov 5 (Canvas): Full draft of Position paper.

[This week: Meetings available to talk through Position paper revisions]
Nov 7 (T)- Nwabunze (2016) and explore Balla's website project (topic: World Englishes in literature)

Nov 9 (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 14 (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 16 (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 17th: Final draft of Position paper (short extensions granted by request)

Nov 18-26 THANKSGIVING BREAK

Due Mon Nov 27 (Canvas): Proposal for Final Project, including 3-5 relevant readings (from class or outside)

Nov 28 (T)- Jigsaw: Crystal Ch 5 **OR** British Council Future of English (Summary) In-class debate/perspective-taking activity.

Nov 30 (Th)- Readings TBD. (tentative topic: Linguistic diversity in education—and beyond!)

Due Sun Dec 3 (Canvas)- draft of final project (**OR** arrange to meet Prof. S next week)

Dec 5 (T)- Presentations/Sharing I. Possible writing/editing workshop.

Dec 7 (Th)- Presentations/Sharing II. Course wrap-up.

Due Mon Dec 11th (Canvas)- Final Project, including Intro or Writer's Memo (see details in syllabus and handouts). *Extensions by request.*