

WRPR/EDST 0102- Spring 2017
“The English Language in a Global Context”
Dr. Shawna Shapiro

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Office Hours (in Carr Hall 201): Mon 11am-12pm, Tues/Thurs 3-4pm or by appt

Class 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 has another aim as well—to help students grow as scholars, by strengthening their repertoire of reading, writing, research, and speaking skills. Course assignments and activities are designed to promote intellectual growth, but also to provide academic support. 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.

Reading List

Crystal, D. (2012). English as a Global Language (2nd Ed). Cambridge University Press.

Kachru, Kachru, and Nelson [Eds] (2009). The Handbook of World Englishes. Wiley-Blackwell.

**Both texts are available at the Middlebury College Bookstore. Please purchase them ASAP*

Other readings and resources will be available on Canvas, via the Course Hub ([go/hub](#))

Expectations

Cultivating academic community is an important aim of this course, and that community needs the active presence and participation of each member. Therefore, you are expected to attend all classes on time, complete all readings when assigned, and hand in all work on time. Late papers, unexcused absences, and missed assignments will be penalized. You are expected to contribute to class discussion through both speaking and listening. In the event of illness, please notify me (email or phone) before the class that you will be missing. Extended absences must be approved by your commons dean and could have an adverse effect on your final course grade.

Course participation includes discussion, oral presentations, and a good deal of reading and writing. In addition, you will meet with me and/or our peer writing tutor on a regular basis. You will be graded on the quality and content of your written work, your class participation, and your awareness of growth and learning throughout the course.

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 will be used in this class. All work should include an honor code statement: *I have neither given nor received unauthorized aid on this assignment.*

Communication and Support

Communication and respect are very important to our course. I attempt to return all phone calls and emails within 24 hours, and expect the same of my students. Your feedback is essential to the success of this course. I will give you opportunities to reflect on the course, 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. ☺

If you have a disability or learning issue of any kind that might impact your studies, please communicate with me and/or the ADA office, so that we can make a plan to accommodate you. For more information, visit <http://www.middlebury.edu/campuslife/diversity/ada/>

Although I will be meeting with you frequently, both during scheduled appointments and in office hours, I hope you will make use of support from the following:

Peer Writing Tutor: Eirene Chow (echow@middlebury.edu)

Library Liaison: Carrie Macfarlane (cmacfarl@middlebury.edu)

CTLR: ([go/ctrl](#))- Professional and drop-in peer tutors

Anderson Freeman Center ([go/afc](#))- Inclusive community, particular support for underrepresented and/or traditionally marginalized students.

Counseling Services- ([go/counseling](#))- Support on all kinds of emotional/social issues, including adjusting to college life!

Grading Breakdown

- ❖ Class participation and preparation- 20%
- ❖ Short assignments and early drafts of major papers- 25%
- ❖ Major papers, final drafts- 40% (10%, 15%, and 15%, respectively)
- ❖ Oral presentations- 15% (7% and 8%, 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 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. [NOTE: There is also an out-of-class activity (Rohatyn 2017 conference on language and identity), for which you are required to attend one talk on March 9th, 10th, or 11th].

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 discussion) 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 characteristics of the variety of English spoken in this region?
- 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), Boston Brahman, Appalachian, Canadian, Australian, New Zealander, Aboriginal, Jamaican, Hawaiian (and other creoles)

Chinglish, Hinglish, Singlish, Franglais, Denglish, S. Rusglish, Spanglish (US-Mex border),

English for specific purposes (e.g. aviation, hip hop, etc), 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. 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.

Suggested questions to be explored for this paper include:

- a. Do the benefits of English as a *lingua franca* outweigh the downsides?
(Consider a particular focus or context for your position)?
- b. How serious a problem is linguistic imperialism? Should it be resisted? If so, how?
(Choose a particular geographic focus for this question).
- c. Should English be named the “official” language of the United States (or of another country)?
- d. Is the increase in “New Englishes” (particularly in outer and expanding circles) a problem that should be combatted, or a phenomenon to be celebrated?
- e. What are the best ways for schools (or governments) to promote multilingualism over English monolingualism?
- f. How likely is it that another language will replace English as a global language in the future?

III. Project: *Writing Beyond the Classroom*

For this project, you are asked 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** scholarly sources (at least 3 beyond our class readings) related to your specific topic. 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) and **Writer's Memo**.

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.
- ❖ Project proposal to an organization/institution
- ❖ Short story, speech transcript, or other creative nonfiction

Students are encouraged to use media (websites, visuals, audio clips, etc.) to support their presentation. Page length and other formatting requirements for this project will vary, depending on the student. Work in other languages (with a separate English translation) is welcomed. 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!

COURSE CALENDAR (tentative)

Feb 14 (T)- Course introduction, overview, freewrite, and jigsaw survey.

Feb 16 (Th)- Crystal Ch 1. Due by Friday Feb 17th (Canvas): Jigsaw survey summary and response (~2 pp.)

[Watch *American Tongues* film (Kanopy streaming via Midd Library) by Thurs Feb 23rd.]

Feb 21 (T)- Crystal Ch 2 (Why English?- historical). Overview of Project 1- Profile of a Variety of English.

Feb 23 (Th)- Kachru Ch 4 and Ch 19. (Inner Circle Englishes), Also discuss *American Tongues*.

Due Sunday Feb 26: Topic proposal and list of 5 scholarly/reputable sources for Profile project.

Feb 28 (T)- Kachru Ch 6 and Ch 10 (Outer Circle Englishes). Discuss Profile report and presentations.

[All week: Meetings w/ Oratory Now Coaches, to prepare presentations]

Mar 2 (Th)- Kachru Ch 7 or Ch 14 (Expanding Circle: East Asia, Europe). Skype with Prof. Thor Sawin, from MIIS. If time: watch clips from *Multilingual Hong Kong* (reserve - Davis Library).

Due Mar 5 (Sun) (electronically): Outline or partial draft of Profile paper

[All week: meetings w/ PWTs re: Profile paper]

Mar 7 (T): Presentations I. Crystal Ch 3 (Why English?- cultural).

Mar 9 (Th)- Presentations II. Crystal Ch 4. (Why English? More cultural)

Th Mar 9th- Sat Mar 11th – Language and Identity conference (Rohatyn Center). Attend at least one talk/event and post summary/response (2-3 paragraphs) to online discussion.

Due Mar 12 (Sun) (Canvas): Profile paper (full draft, ~4pp.).

Mar 14 (T)- **No class**—optional meetings with PWT and/or library liaison.

Mar 16 (Th)- Student-led peer review, based on suggestions from SS. Email written feedback (or summary of oral feedback) to partner, w/ Cc: to Prof S, and meet with partner to discuss.

Due Sun Mar 19 (Canvas): Profile paper final draft, plus Writer’s Memo.

Mar 21 (T)- Crystal Ch 5 (Future of global English). In-class debate on “Key Questions.” Discuss Position Paper (#2).

Mar 23 (Th)- Bring initial outline of Position Paper (3 copies) for peer review. Library workshop w/ Carrie MacFarlane.

March 27-31-Spring Break- [Work on Position Paper]

NOTE: The rest of the schedule below is subject to change, depending on where we are at by this point. Due dates for major assignments, however, will remain the same.

Apr 4 (T) In-class peer review of Position Paper (bring 3 copies to class).

Also read Kachru Ch 23 (Literary Creativity).

Apr 6 (Th) Writing Workshop. Also read literature excerpts (in Canvas>>Readings).

[Meetings w/ PWT this week and next]

Due Sun Apr 9 (on Canvas)- Revised draft of Position Paper.

Apr 11 (T)- Rodriguez “Public and Private Language” and Park “English Fever”(Canvas).

Apr 13 (Th)- Kachru Ch 31 (World Englishes and Gender). Tan “Mother Tongue” and Hertog “Mother Tongue” (in Canvas>>Readings). Skype w/ Hertog.

Due Sun Apr 16 (on Canvas)- Final draft of Position Paper, plus Writer’s Memo

Apr 18 (T)- Kachru Ch 35 (Policy/Planning). Possible additional online reading.

Discuss final project. In class “showcase” of current events/issues.

Apr 20 (Th)- Kachru Ch 32 and 33 (Media/Advertising). View/listen to media samples (Canvas).

Also preview URO Symposium.

[**Fri Apr 21** -URO Spring Student Symposium- Attendance encouraged—extra credit opportunity!]

Due Sun Apr 23 (Canvas discussion): Proposal for final project.

[For Tues 4/25, watch *Technology, the Web, and World English* (on reserve in Davis Library)]

Apr 25 (T)- Discuss *Technology, the Web, and World English*.

Apr 27 (Th)- Topic TBD- Heritage language programs or Dual immersion?

Possible short Writing Workshop

Due Sun Apr 30 (on Canvas)- draft of Final Project.

May 2 (T)- Kachru Ch 27 (Grammar/teaching) or Ch 36 (Teaching).

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

May 4 (Th)- Presentations I. Possible additional reading/film or writing workshop.

May 9 (T)- Presentations II. Writing Workshop (editing).

[Optional: Submit revised draft of project for more feedback]

May 11 (Th)- Presentations III (if needed). Course wrap-up.

Due Mon May 15 (on Canvas)- Final draft of Project, including Introduction/Rationale (1-2pp.), Annotated Bibliography (min 5 entries, at least 3 outside), and Writer’s Memo.