

WRPR/EDST 0102- Spring 2018
“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

1. Crystal, D. (2012). English as a Global Language (2nd Ed). Cambridge University Press. *[Available at the Middlebury College (Online) Bookstore. Please purchase ASAP]*
2. The packet of other readings for the first half of the semester is 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

Academic community is an important aspect of this course; cultivating that community requires the active presence and participation of each member. Course participation includes discussion (both speaking and listening!), 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.

Unexcused absences and late or missed assignments will be penalized. In the event of illness, please notify me (via email or phone) *before* the class that you will be missing. Multiple absences could have an adverse effect on your final course grade, unless you have a Dean’s excuse.

I also expect that you will organize yourself so that you are prepared for class and can submit assignments on time. This includes:

- Making time to do the readings before class
- Having a folder/notebook in which to keep course handouts and other materials
- Using multiple strategies (e.g., Google Drive, OneDrive, Dropbox) to back up your work (Note: A computer crash is NOT an excuse for late work!)

Finally, while 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 allows you and your peers to remain present and engaged.

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 (see <https://owl.english.purdue.edu/owl/resource/560/01/> for more information). All work submitted should include the Honor Code statement: *"I have neither given nor received unauthorized aid on this assignment,"* with your signature. 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 visit <http://owl.english.purdue.edu/owl/resource/589/01/> .

For a self-guided tutorial about academic integrity at Middlebury, visit [**go/ait**](#).

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 tell me how the course is 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.

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 Student Accessibility Services (formerly "ADA"), directed by Jodi Litchfield- (litchfie@middlebury.edu) See <http://www.middlebury.edu/campuslife/diversity/ada/> for more information.

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: Leah Metzger (lmetzger@middlebury.edu)
(Leah took this course last year! ☺)

CTLR: ([go/ctrl](#))- Professional tutors (can be booked up to 2 weeks in advance) and drop-in peer tutors (Sun-Thurs, 7pm-midnight)

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

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- 25%
- ❖ Short assignments and early drafts of major papers- 20%
- ❖ 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 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.

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?

Websites you might explore for this paper:

- [British Council’s 2011 publications on role of English in developing countries](#)
- [Education Development Trust 2009 report on mother tongue education](#)
- [Language Debates blog](#) from University of Chester undergrads
- Open University course- English: Language of Controversy—e.g. [this transcript](#)

(Also see Crystal Ch 5)

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) 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.
- ❖ 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.

COURSE CALENDAR (tentative)

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

Feb 15 (Th)- Crystal Ch 1. Due by Sat Feb 17th (Canvas): Jigsaw survey summary and response (~2 pp.)

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

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

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

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

Feb 27 (T)- Read Murphy, 2016. Also explore <http://dialectblog.com/british-accents/>
Discuss Profile project.

Mar 1 (Th)- **NO CLASS**- Online discussion of Crystal Ch 3 and 4 (Why English?- cultural). Possible out-of-class oratory workshop?

Mar 6 (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 8 (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 9/10 (Fri/Sat): Peer review Profile papers (and practice presentations?)-
Submit summary of feedback on Canvas by midnight]

Due Mar 11 (Sun) (Canvas): Profile paper (first full draft, ~4pp.).

Mar 13 (T)- Presentations II. Read Silva, 1997 (topic: S. Africa and Postcolonialism)
Begin discussing "key questions" topics

Mar 15 (Th)- Presentations III. Read [Phillipson, 2012 in *The Guardian*](#) and Crystal Ch 5
[Optional additional for teachers: Modiano, 2001] (topic: Future of global English). Choose topics and partners for "key questions" debate/discussion next week.

Due Sun Mar 18 (Canvas): Profile paper final draft, plus Writer's Memo.

Mar 20 (T)- Read Jenkins et al, 2001 (topic: Expanding circle/ELF: Europe)
Round I of "key questions" debate/discussion. Discuss Position Paper (#2).

Mar 22 (Th)- Prepare outline (3 copies) and mini-presentation for Position Paper.
Round II of "key questions" debate/discussion.

March 26-30-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 3 (T) In-class peer review of Position Paper 1st draft (bring **3 copies** to class).

Preview readings for Thurs.

Apr 5 (Th) Read Bolton, 2008 [all] and Evans, 2010 [excerpts] (topic: Expanding Circle cont'd: East/SE Asia). Possible additional writing workshop.

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

Due Sun Apr 8 (on Canvas)- Revised draft of Position Paper.

Apr 10 (T)- Parmegiani, 2017 (Gender, ownership, and English) Other reading/media TBD- possibly film, *Multilingual Hong Kong* (DVD on reserve in Davis library)

April 12 (Th). Bolton, 2010. Also explore Joanna Balla's final project- [website](#).
(topic: World Englishes literature/creativity)

Due Sun Apr 15 (on Canvas)- Final draft of Position Paper, plus Writer's Memo

Apr 17 (T)- Rodriguez "Public and Private Language" and Park "English Fever"
(topic: Linguistic/cultural assimilation)

Apr 19 (Th)- Tan "Mother Tongue" and Hertog "Mother Tongue" (topic: Linguistic insecurity; nativespeakerism). Possible Skype w/ Hertog. Also preview URO Symposium.

***Fri Apr 20** -URO Spring Student Symposium- Attendance encouraged—EC opportunity!

Due Sun Apr 22 (Canvas discussion): Proposal for final project.

Apr 24 (T)- Chose 1: Martinez, 2015 OR Shang & Zhao, 2017 (topic: Advertising / Media)

Choose another: Jansen & Westphal (2017) OR Dovchin, 2017 (topic: Music)

Apr 26 (Th)- [de Wit, 2016](#) and de Figueiredo, 2017 (topic: Education/Linguistic imperialism)
[Meetings available re: final projects]

May 1 (T)- (tentative) Watch *Speaking in Tongues: The History of Language- vol 5: Language Birth/Death* (DVD on reserve in Davis Library—possibly Kanopy streaming as well)

Alternative reading TBD- possibly Bamgbose (2003).

May 3 (Th)- (tentative) Watch *Speaking in Tongues* (film on dual immersion programs in U.S.)-

- trailer [here](#). Also explore: [CAL Heritage Language FAQ](#) OR [CAL Two-Way Immersion FAQs](#)
[Meetings w/ PWTs and possibly Oratory Now coaches this week or next]

Due Sun May 6 (on Canvas)- draft of final project (or arrange to meet Prof. S next week)

May 8 (T)- Presentations I. Writing Workshop (editing).

May 10 (Th)- Presentations II. Course wrap-up.

Due Mon May 14 (on Canvas)- Final Project, including Introduction/Rationale (1-2pp.), Main Project, and Annotated Bibliography (min 5 entries, at least 3 outside).