

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ENGL 302 – GLOBAL ENGLISHES

CIP Code: 231302

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
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- A. **TITLE:** Global Englishes
- B. **COURSE NUMBER:** ENGL 302
- C. **CREDIT HOURS:**
 3 Credit Hours:
 3 Lecture Hours: 3 per week
- Course Length: 15 Weeks
- D. **WRITING INTENSIVE COURSE:** Yes
- E. **GER CATEGORY:** GER 7 (Humanities)
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:** In this course, students examine the history of the English language, its status and functions in different areas of the world, and its variations. Presented with an inclusive and pluralistic concept of Englishes rather than the inaccurate notion of a singular English, students develop explicit knowledge about how language works, and how people learn and use language not only as a tool for communication but as a component of social and cultural identity. Students emerge from this course better equipped to navigate situations requiring cross-cultural communication at the university and beyond.
- H. **PRE-REQUISITES/CO-REQUISITES:** Yes
- Pre-requisite(s): ENGL 101: Composition and the Spoken Word and 45 credit hours
 Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**

<i>Course Student Learning Outcome</i> <i>[SLO]</i>	<i>PSLO</i>	<i>GER</i>	<i>ISLO</i>
a. <i>Define</i> key terms from linguistics and English language research	6	7	1 [W]
b. <i>Describe</i> key factors in the development of Englishes worldwide			1 [W]
c. <i>Analyze</i> cultural texts to discern connections between language, social and cultural identity, and power	3		4 [IK]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [LA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes x No _____
 ▪ Research

K. **TEXTS:**

(Representative texts, chosen by instructor)

Articles

Bolton, K., Graddol, D., & Meierkord, C. (2011). Toward developmental world Englishes. *World Englishes* 30(4), 459-480. DOI: 10.1111/j.1467-971X.2011.01735.x

Kachru, B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching* 25, 1-14. DOI: dx.doi.org/10.1017/S0261444800006583

Proshina, Z. (2014). Language revolution behind the cultural curtain. *World Englishes* 33(1), 1-8. Retrieved from <http://www.readcube.com/articles/10.1111/10.1111%2Fweng.12051>

Books

Anzaldúa, G. (1987). *Borderlands: The new mestiza = la frontera*. San Francisco, CA: Spinster/Aunt Lute.

Jenkins, J. (2009). *World Englishes: A resource book for students* (2nd ed.). London, UK: Routledge.

Kachru, Y. & Smith, L. (2008). *Cultures, contexts, and World Englishes*. New York, NY: Routledge.

MacNeil, R. & Cran, W. (2005). *Do you speak American?* New York, NY: Doubleday.

Book chapters/essays

Tan, A. (2007). Mother tongue. In L. Williford & M. Martone (Eds.), *The Touchstone Anthology of Contemporary Creative Nonfiction* (pp. 514-519). New York, NY: Touchstone.

Young, V. A. (2011). Should writers use they own English? In L. Greenfield & K. Rowan (Eds.), *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change* (pp. 61-72). Logan, UT: Utah State University Press.

Multimedia

Alvarez, L. & Kolker, A. (Directors). (1988). *American tongues* [Motion picture]. United States: Center for New American Media (CNAM).

Barnette, M. & Barrett, G. (Hosts). *A way with words: A public radio program about*

language examined through history, culture, and family [Weekly radio program with podcasts]. United States: National Public Radio/Wayward, Inc. Retrieved from <http://ljvideo.pbs.org/video/2365391566/>

Holman, B. (Producer). (2015, January 19). *Language matters*. [Motion picture]. Retrieved from <http://ljvideo.pbs.org/video/2365391566/>

L. REFERENCES:

(Representative references, chosen by instructor)

Articles

- Canaragajah, A. S. (2006). The place of world Englishes in composition: Pluralization continued. *College Composition and Communication* 57(4), 586-619. Retrieved from www.jstor.org/stable/20456910
- Connors, R. J. & Lunsford, A. A. (1988). Frequency of formal errors in current college writing, or Ma and Pa Kettle do research. *College Composition and Communication* 39, 395-409. Retrieved from www.jstor.org/stable/357695
- Homer, B. (2001). "Students' right," English only, and re-imagining the politics of language. *College English* 63(6), 741-757. Retrieved from www.jstor.org/stable/1350100
- Horner, B. & Trimbur, J. (2002). English only and U.S. college composition. *College Composition and Communication* 53(4), 594-630. Retrieved from <http://www.jstor.org/stable/1512118>
- Lee, M. (2014). Shifting to the World Englishes paradigm by way of the translingual approach: Code-meshing as a necessary means of transforming composition pedagogy. *TESOL Journal* 5(2), 312-329. DOI: 10.1002/tesj.121
- Lu, M. (2004). An essay on the work of composition: Composing English against the order of fast capitalism. *College Composition and Communication* 56(1), 16-50. Retrieved from <http://www.english.illinois.edu/~people/faculty/schaffner/teaching/fall2010/505/readings/Lu.Work%20of%20Composition.pdf>
- Matsuda, P. K. (2006). The myth of linguistic homogeneity in U.S. college composition. *College English* 68(6), 637-651. Retrieved from www.jstor.org/stable/25472180
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics* 11(2), 133-158. Retrieved from www.univie.ac.net
- Seidlhofer, B. (2009). Common ground and different realities: World Englishes and

English as a lingua franca. *World Englishes* 28(2), 236-245. DOI: 10.1111/j.1467-971X.2009.01592.x

Wetzl, A. (2013). World Englishes in the mainstream composition course: Undergraduate students respond to WE writing. *Research in the Teaching of English* 48(2), 204-224. Retrieved from <http://ijwww.ncte.org/journals/rte/issues/v48-2>

Widdowson, H.G. (1997). EIL, ESL, EFL: Global issues and local interests. *World Englishes* 16(1), 135-146. DOI: 10.1111/1467-971X.00054

Books

Adger, C. T., Wolfram, W., & Christian, D. (2007). *Dialects in schools and communities*. Mahwah, NJ: Lawrence Erlbaum Associates.

Alim, H. S. & Smitherman, G. (2012). *Articulate while black: Barack Obama, language, and race in the U.S.* Oxford, UK: Oxford University Press.

Bolton, K. & Kachru, B. (2006). *World Englishes: Critical concepts in linguistics*. New York, NY: Routledge.

Elbow, P. (2012). *Vernacular eloquence: What speech can bring to writing*. New York, NY: Oxford University Press.

Graff, G. & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing* (3rd ed.). New York, NY: W.W. Norton & Company.

Horner, B., Lu, M., & Matsuda, P. (Eds.). (2010). *Cross-language relations in composition* (pp. 21-41). Carbondale, IL: Southern Illinois University Press.

Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2009). *The handbook of World Englishes*. West Sussex, UK: Wiley-Blackwell.

Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. London, UK: Routledge.

Parker, F. & Riley, K. (2010). *Linguistics for non-linguists: A primer with exercises* (5th ed.). Boston, MA: Allyn-Bacon.

Smitherman, G. (2000). *Black talk: Words and phrases from the hood to the amen corner*. Boston, MA: Houghton-Mifflin.

Wintergerst, A.C. & McVeigh, J. (Eds.). (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. White Plains, NY: Pearson.

Young, V. A., Barrett, R., Young-Rivera, Y., & Lovejoy, K. (2013). *Other people's English: Code-meshing, code-switching, and African American literacy*. New York, NY: Teachers College Press.

Young, V.A. & Martinez, A.Y. (Eds.). (2011). *Code-meshing as world English*. Urbana, IL: National Council of Teachers of English.

Book chapters

Ball, A. F. & Muhammad, R. J. (2003). Language diversity in teacher education and in the classroom. In G. Smitherman and V. Villanueva (Eds.), *Language diversity in the classroom: From intention to practice* (pp. 76-88). Carbondale, IL: Southern Illinois University Press.

Bolton, K. (2009). World Englishes today. In B. Kachru, Y. Kachru, & C. Nelson (Eds.), *The Handbook of World Englishes* (pp. 240-269). West Sussex, UK: Wiley-Blackwell.

Cliett, V. (2003). The expanding frontier of World Englishes: A new perspective for

- teachers of English. In G. Smitherman and V. Villanueva (Eds.), *Language Diversity in the Classroom: From Intention to Practice* (pp. 67-75). Carbondale, IL: Southern Illinois University Press.
- Greenfield, L. (2011). The "standard English" fairy tale. In L. Greenfield & K. Rowan (Eds.), *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change* (pp. 33-60). Logan, UT: Utah State University Press.
- Moss, B. & Walters, K. (1993). Rethinking diversity: Axes of difference in the writing classroom. In C. Glenn and M. Goldthwaite (Eds.), *The St. Martin's Guide to Teaching Writing* (6th ed.). (pp. 417-440). Boston, MA: Bedford/St. Martin's.
- Wolfram, W. (2008). Language diversity and the public interest. In K. King, N. Schilling-Estes, J. J. Lou, & B. Souku (Eds.), *Sustaining Linguistic Diversity: Endangered and Minority Language and Language Varieties* (pp. 187-202). Washington, DC: Georgetown UP.

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Regular homework assignments (reading and writing)
- Quizzes
- Participation
- Midterm
- Final
- Paper(s)

P. **DETAILED COURSE OUTLINE:**

I. Introduction

A. Dispelling the assumption of one English

II. The History of English

A. Dispersals/diasporas of English

a. Pidgins and creoles

b. Codification

c. Spoken vs. written English

B. The status and functions of English in different areas of the world (an introduction)

C. Key terms and concepts (not a complete listing)

a. L1/L2, etc.

b. English as a Native Language (ENL)

c. English as a Second Language (ESL)

d. English as a Foreign Language (EFL)

e. English as a Lingua Franca (ELF)

- f. Acrolect vs. basilect
- III. The Variation in English(es)
 - A. Theoretical models and descriptions of the spread of English
 - a. World map of English (Strevens, 1980)
 - b. Three circle model of World Englishes (Kachru, 1985/1988)
 - c. Circle of World English (McArthur, 1987)
 - d. Circle model of English (Gerlach, 1988)
 - B. Concrete examples of different Englishes
 - a. American varieties
 - b. International varieties
 - C. The intelligibility question
 - a. Intelligibility vs. comprehensibility vs. interpretability
 - b. Rhetorical listening
- IV. Developing Language Awareness
 - A. The relationship between language and cultural identity
 - B. Accents vs. varieties/dialects vs. languages
 - C. The "linguistic facts of life" (Lippi-Green, 2012)
 - D. The myth of (any) "standard" English
 - a. Standard language ideology
 - b. The history of "error"
 - c. Prescriptivism vs. descriptivism
 - E. Code-switching vs. code-meshing
- V. Social Justice Issues
 - A. The status and functions of English in different areas of the world (expansion on initial introduction to topic)
 - B. Language prejudice
 - a. History of language prejudice in the U.S.
 - b. Contemporary manifestations of language prejudice in the U.S.
- VI. English(es) in American Culture
 - A. The history of "vernacular language" in American literature
 - a. Short stories
 - b. Novels
 - c. Poems
 - d. Drama
 - B. Media representations of different Englishes

Q. **LABORATORY OUTLINE:** None