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:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
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<tbody>
<tr>
<td><strong>a. Define</strong> key terms from linguistics and English language research</td>
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<td>1 [W]</td>
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<td><strong>b. Describe</strong> key factors in the development of Englishes worldwide</td>
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<td><strong>c. Analyze</strong> cultural texts to discern connections between language, social and cultural identity, and power</td>
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<td>4</td>
<td>4 [IK]</td>
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<td>KEY</td>
<td>Institutional Student Learning Outcomes [ISLO 1 – 5]</td>
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<td>ISLO</td>
<td>ISLO &amp; Subsets</td>
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<td>1</td>
<td>Communication Skills</td>
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<td>Oral [O], Written [W]</td>
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<td>2</td>
<td>Critical Thinking</td>
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<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<td>Foundational Skills</td>
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<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
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<td>Social Responsibility</td>
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<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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**J. APPLIED LEARNING COMPONENT:** Yes ☒ No ________
- Research

**K. TEXTS:**
(Representative texts, chosen by instructor)

**Articles**


**Books**


**Book chapters/essays**


**Multimedia**

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

L. REFERENCES:

(Representative references, chosen by instructor)

Articles
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


**Books**


**Book chapters**


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.


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