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| **ENGL 754/854: World Englishes in Composition & Applied Linguistics**  **(Old Version ENGL 781/881)**  **Fall 2012**  Fridays, 10:10-12:40 |

**Dr. Gloria Park Sutton 346**

**Graduate Program in Composition & TESOL** [**Gloria.Park@iup.edu**](mailto:Gloria.Park@iup.edu)

Office Hours: Wed. by appointment only (a weekly sign-up sheet for Wed on Office Door)

Thurs. 10:30-12noon

Fri. 12:30-2:00pm

**Course Description:**

An interdisciplinary approach to understanding issues around World Englishes (WE) scholarship where teachers, researchers, teacher educators, and administrators from composition, developmental writing, writing centers, ESL/EFL K-16 and teacher education contexts come together to understand, explore, critique how English(es) is/are positioned around the globe, and how that impacts learning and teaching.

**Course Overview:**

With the globalization of English language learning and teaching covering a multitude of areas such as TESOL, Applied Linguistics, Composition, Writing Center, K-16 Teacher Education, and other disciplines, there is an urgent need to examine how this spread of globalization is impacting the ways in which English language is perceived, learned, and taught across multiple disciplines as we (i.e., teachers, researchers, curriculum developers, administrators, and teacher educators) continue to work with WE speakers (i.e., multilingual students). For example, one critical area is the exploration of how issues connected to WE help us to (re)conceptualize what we teach and how we teach English as an international language, problematizing the issues related to “Standard English” and “NES/NNES dichotomy.” The second critical area connected to WE scholarship is the notion of “best practices and best methods.” What constitutes “best practices and best methods” is indeed context specific, thus, there is a critical need to raise our awareness about alternative pedagogies that are practical, particular, and possible for multilingual students all over the world. As such, we need to come to deconstruct these notions of “one-size fits all” approach to teaching and seeing English language as a standardized language without taking into consideration multiple varieties of Englishes. The third critical area is with the preparation of teachers in K-16 content areas. There is an urgent need to prepare mainstream teachers to work with students from diverse linguistic backgrounds.

Furthermore, we as agents of change need to know, understand, and critique the ways in which professionals in other disciplines are working with multilingual students, especially in post-secondary education. One example is the roles and responsibilities of the Writing Center tutors and the First-year Composition instructors in working with multilingual students. What ideologies permeate through Writing Centers and Composition courses as they continue to receive and work with students from diverse linguistic, cultural, and racial backgrounds? What strategies and pedagogical approaches do we employ in understanding the various identities of WE speakers in terms of their academic English? Whatever our expert areas are, our goals as educators in the globalized society are to engage in critical dialogues across multiple disciplines to provide the best possible learning and teaching environment for multilingual students and their teachers.

**Course Objectives:**

Students completing this course will be able to:

1. Identify the characteristics of the studies/fields of World Englishes and English as a Lingua Franca and their relationship to IC, OC, and EC countries
2. Identify users of world Englishes in specific educational contexts;
3. Demonstrate the social, cultural, political, and historical impact on how American/British Englishes are perceived by learners/teachers and how those perceptions impact the way world Englishes is positioned;
4. Read, critique, and analyze (both written and oral) world Englishes related articles to bridge theory and practice as a way to (a) design pedagogical tasks (via forming of SIGs) appropriate for your teaching contexts; and (b) write a synthesis paper focusing on a critical element in world Englishes.

**Course Texts and Readings**

Nelson, C. (2011). *Intelligibility in world Englishes: Theory and application*. New York: Routledge.

Sharifian, F. (2010). (edited). *English as an international language: Perspectives and pedagogical issues.* Buffalo, NY:

Multilingual Matters.

PDF readings will be available to you

**Evaluation Methods**

***Guidelines for Class Participation and Course Blogs (15 %)***

Active class participation and regular attendance are crucial to this class. Participation includes:

a) For each session, please bring in one question (on a note card, name and date the card, to be posted on the course blog) that focuses on “extending the conversations;” The question should go beyond the comprehension/content of the reading to raise further questions, critiques, comments;

b) actively engaging as a peer-teacher scholar and colleague during class discussions and during class activities;

c) sharing information and new insights with our fellow classmates; and

d) posting on the course blogs to raise, respond to peer questions, comments, reflections. Posting should be completed by logging onto [www.doctorglo.wordpress.com](http://www.doctorglo.wordpress.com) , and click on the category **“ENGL 781/881: World Englishes-FALL2012”** to blog your reflections on weekly basis. The contents of your reflections are free writes related to the readings, in-class discussions, in-class activities, group presentations, and specific assignments for that particular week. You can do as many as would like for that particular week. **DUE DATE: Wednesdays by 11:00PM**

***Artifact #1: Needs Analysis/Context Narrative (10 %)***

This is a narrative describing the context(s) in which you work and the kinds of interactions you have with students from diverse linguistic backgrounds (i.e., WE, AAVE, etc.). Please focus on the following questions and others deemed appropriate to paint a landscape of your professional work contexts and the needs of the teachers, staff, and students in that context:

1. Describe the contexts (i.e., political, social, cultural, economical, and institutional) in which you work
2. Describe the general student population as well as the ones with whom you consistently interact and teach
3. Describe the resources available for teachers to work with WE speaking students
4. Describe the current needs and future needs to accommodate teachers working with WE speaking students
5. Discuss **tentative** research interests/topics that you want to investigate in this course for your final paper.
6. Finally, and most importantly, what are your goals in this course? And how do you want me to help you? (be realistic)

***Artifact #2:*** SIG Discussion Facilitation and Pedagogical Task Development ***-(25 %)***

Using a series of sections (related chapters and sections) from the following texts:

1. Sharifian, F. (2010). (edited). *English as an international language: Perspectives and pedagogical issues.*

Buffalo, NY: Multilingual Matters.

1. Nelson, C. (2011). *Intelligibility in world Englishes: Theory and application*. New York: Routledge.

Your group has the entire class (with short 5 minute breaks, lecture component, group/whole class discussion, activities, etc.) as follows:

1. Please let the class know in advance which chapters to focus on for pre-reading (already completed)
2. Present the main ideas/concepts/arguments from the sections. Be specific and give examples (provide a handout for the class). Remember not to spend so much time on this since everyone should have read the focal chapters (10 points)
3. Design activities/discussion questions/pedagogical implication related tasks, etc. using visuals and other appropriate learning style materials or tools to engage the class in participating in your focal chapters as well as connecting the contents of your chapter to the issues in World Englishes. (15 points)

***Artifact #3: Synthesizing Research on World Englishes – (50 %)***

This will be an on-going work you produce in this course. As such, we will have short write ups throughout the semester that will culminate into a course paper. More information will follow.

**Grade Breakdown:**

*Guidelines for Class Participation (15 %)*

*Artifact #1: Needs Analysis/Context Narrative (10 %)*

*Artifact #2: SIG Presentation/Discussion Facilitation & Pedagogical Task Development (25 %)*

*Artifact #3: Synthesizing Research on World Englishes (50 %)*

**Tentative Session Outline**

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| ***Session/Date*** | ***Topics, Readings & Activities*** |
| Week 1  Aug. 31 | Course Introduction, syllabus, readings, SIGs, have secured course texts  Discussion of YOUR CONTEXTs   * Seargeant, P. (2010). Naming and defining in world Englishes. *World Englishes, 29*(1), 97-113. |
| Week 2  Sept. 7 | * Sharifian, F. (2010). English as an international language: An overview. In F. Sharifian’s (ed.). *English as an international language: Perspectives and pedagogical issues (pp. 1-20).* Buffalo, NY: Multilingual Matters. * Holliday, A. (2010). English as a Lingua Franca, non-native speakers and cosmopolitan realities. In F. Sharifian’s (ed.). *English as an international language: Perspectives and pedagogical issues (pp. 21-33)*   Buffalo, NY: Multilingual Matters. |
| Week 3  Sept. 14 | * Ali, S. (2010). Teaching English as an international language (EIL) in the Gulf Corporation Council (GCC) countries: The brown man’s burden. In F. Sharifian’s (ed.). *English as an international language: Perspectives and pedagogical issues (pp. 34-57).* Buffalo, NY: Multilingual Matters. * Modiana, M. (2010). EIL, native-speakerism and the failure of European ELT. In F. Sharifian’s (ed.). *English as an international language: Perspectives and pedagogical issues (pp. 58-80).* Buffalo, NY: Multilingual Matters. |
| Week 4  Sept 21 | * McArthur, T. (2001). World English and world Englishes: Trends, tensions, varieties, and standards. *Language Teaching, 23,* 1-20. * Yano, Y. (2009). English as an international lingua franca: From societal to individual. *World Englishes, 28*(2), 246-255. |
| Week 5  Sept 28 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development One**  FACILITATORS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sharifian, F. (2010). (edited). *English as an international language: Perspectives and pedagogical issues.* Buffalo, NY:  Multilingual Matters. **[Chapters 5, 6, 7, and 8]** |
| Week 6  Oct 5 | * Horner, B., & Trimbur, J. (2002). “English Only and U.S. College Composition.” *CCC, 53*: 594–630. * Canagarajah, A. S. (2006). The place of World Englishes in composition: Pluralization continued. *College Composition and Communication, 57* (4), 586-619. * Horner, B., Lu, M., Royster, J., & Trimbur, J. (2011). Opinion: Language difference in writing: Toward a translingual approach. College English, 73(3), 303-321. |
| Week 7  Oct 12 | * Emont-Heinrich, C. (2008). American “prestige press” representations of the global hegemony of English. *World Englishes, 27*(2), 161-180. |
| Week 8  Oct 19 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Two**  FACILITATORS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Nelson, C. (2011). *Intelligibility in world Englishes: Theory and application*. New York: Routledge. [Preface, Chapters 1, 2, 3] |
| Week 9  Oct 26 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Three**  FACILITATORS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Nelson, C. (2011). *Intelligibility in world Englishes: Theory and application*. New York: Routledge. [Chapters 4, 5, 6] |
| Week 10  Nov. 2 | * Bolton, K. (2012). World Englishes and linguistic landscape, 31(1), 30-33. * Lou (2011). Chinatown in Washington, DC: the bilingual landscape. *World Englishes, 31*(1), 34-47. |
| Week 11  Nov 9 | * Lawrence, C. (2012). The Korean English linguistic landscape. World Englishes, 31(1), 70-92. * Song, J. (2011). English as an official language in South Korea: Global English or social malady? *Language Problems & Language Planning, 35*(1), 35-55. |
| Week 12  Nov 16 | **Special Interest Group Discussion Facilitation and Pedagogical Task Development Four**  FACILITATORS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sharifian, F. (2010). (edited). *English as an international language: Perspectives and pedagogical issues.* Buffalo, NY: Multilingual Matters. [Chapters 11, 12, 13, 14] |
| Week 13  Nov 23 | THANKSGIVING BREAK |
| Week 14  Nov 30 | * Matsuda, A., & Friedrich, P. (2011). English as an international language: A curriculum blueprint. *World Englishes, 30*(3), 332-344. * Bruthiaux, P. (2010). World Englishes and the Classroom: An EFL Perspective. *TESOL Quarterly, 44, 2,* 365-369. * Matsuda, A., & Matsuda, P. (2010). World Englishes and the teaching of writing. *TESOL Quarterly, 44, 2,* 369-374. |
| Week 15  Dec 7 | Final Research Paper Synthesis Presentation  Course debriefing |

**UNIVERSITY AND COURSE POLICIES**

All assignments must be typed and follow APA format.

**Do not submit work for a grade using only the information on this syllabus.** The assignment descriptions provided above are for general orientation only. Do not use them as instructions for the assignment. You will be given detailed instructions for each assignment in class.

**Grading Policies**

I believe that late work turned in without a valid excuse should be graded accordingly in order to be fair to those students who do turn in their work on time. For each day your assignment is late, I reserve the right to deduct 5% of the maximum number of points for the assignment from the grade I would otherwise give your work. That said, I realize that sometimes special circumstances might impact your work and so I encourage you to contact me in advance if any difficulty arises.

At the end of the semester, your total points will be added up and you will receive a letter grade based on the following grading scale: 100-90 = A; 80-89 = B; 70-79 = C; 69 and below = F

(Any work below a C is unacceptable at the graduate level).

**Incompletes.** ARE NOT routinely given: They are reserved ONLY for extreme emergencies, accidents, catastrophic illness, etc. They are not given because "things got too busy at the end of the semester." Should an emergency arise, plans must be worked out with the instructor prior to the end of the semester.

If for any reason you cannot continue the course after the ADD/DROP deadline, you MUST withdraw before the deadline established by the university or you will receive an “F” for the course.

**Academic Integrity.** It is important that every student understands and respects the rules governing academic honesty. I will operate under the assumption that every class member is thoroughly familiar with and agrees to abide by IUP’s Academic Integrity Guidelines <http://www.iup.edu/page.aspx?id=89615>

**Disabilities.** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from IUP’s Disability Support Services. (412-357-4067). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

\*\*\* This is a regular 3-credit graduate course that requires a considerable amount of work, time, and effort from your part. You are expected to spend about 10-12 hours (this is a rough estimate) PER week for this course, including reading.