

# World Englishes

## Syllabus

LING 3220 Online– Summer 2021

3 Credits

**Instructor:** Karen Marsh Schaeffer  
**Email:** Karen.marsh@utah.edu  
**Office:** LNCO 2300  
**Hours:** appt only (but please do reach out if you need to talk)

### Readings

- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. New York: Cambridge University Press.
- Mesthrie, R. & Bhatt, R. (2008). *World Englishes: The study of new linguistic varieties*. New York: Cambridge University Press.
- Other readings posted online

### Course Description and Objectives

The purpose of this course is to investigate the spread of English as an international language: its historical development, socio-cultural diversity and linguistics variation. In addition to readings on native and non-native varieties of English, which can be found throughout the world (e.g., Indian English, Singaporean English, Chicano English, etc), topics related to educational linguistics will also be addressed in order to better understand common pedagogical problems and concerns related to the English language in international contexts.

By the end of the course students will be able to:

- a) Describe the sociolinguistic variables that have influenced the development and spread of Englishes in many countries throughout history;
- b) Define, understand and examine basic sociolinguistic concepts such as dialect, lingua franca, native speaker, and non-native speakers;
- c) Identify socio-cultural and linguistic factors that contribute to English variation (including nonstandard varieties) and cross-cultural interactions;
- d) Identify and describe in general terms many varieties of English through the use of basic linguistic terms from the linguistic subfields of phonetics, phonology, morphology, syntax and semantics;
- e) Analyze and evaluate English varieties used or taught in language classrooms;
- f) Demonstrate through video an in-depth knowledge of 2 or more dialects of English;
- g) Analyze and evaluate English teaching pedagogies based on the variety of the target language, English.

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## **General Education/Bachelor Degree Requirement Met**

### *Bachelor Degree Requirement*

LING 3220 meets the International (IR) requirement. This course addresses the following Essential Learning Outcomes: Written Communication and Teamwork

## **Policies**

### *Participation*

LING 3200 is totally online; so as your course instructor, I will not see you in a face-to-face (f2f) environment. However, I am eager to communicate with you and can do this most effectively through the Canvas messaging system. It is a good idea to link your personal email with the Canvas messaging system so that you will get the latest updates on the course. I normally do not respond to Canvas queries on the weekends. I also use course announcements. Click on the "Announcements" button in the left-hand menu. You are responsible for checking course email and announcements several times each week so that you can stay current relative to updates, assignments, and quizzes. Click on INBOX in the left-hand menu on Canvas screen to access the Canvas messaging system. Late work is not accepted, so please check the dates for submission of assignments and familiarize yourself with the Canvas system for submitting assignments either as upload files or text entry.

### *Behavior*

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Questions? See: <http://www.regulations.utah.edu/academics/6-400.html>.

**Campus Safety:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

## **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

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**Americans with Disabilities Act (ADA) Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Access. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

**Commitment to Diversity and Inclusion:** Our classrooms provide opportunities to embrace diversity and promote equity. As educators, we commit to engaging all students in higher education. This commitment requires that we are willing to listen, learn and change; that our classrooms challenge assumptions; and that all members of our community are responsible for creating and maintaining a safe space for learning and growth. Respectful debate and civil disagreement are encouraged and expected; mocking, belittling, and bullying will not be tolerated.

**Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

## Assessments/Grading

Assessing your knowledge will be done in several ways: Assignments, Discussion Questions, and a course project. Your grade will be composed of credit for the completion and performance of the above tasks. They are weighted accordingly:

Course Project	50%
Discussion Questions	20%
Other Assignments	30%

### *Course Project*

We will have a course project in this course. The course project can be completed individually, in pairs, or in groups of three. The final write up for the project will be 8-10 pages. You will choose a project that relates to some concept we have been learning in the course that relates to the “outer circle” or “expanding circle”. (See Chapter 3 "Models of English" in your textbook, pages 27-37 for a review of inner, outer, and expanding circle countries.) More information will be provided later for the course project.

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## *Discussion Questions*

There will be (almost) weekly Discussion Questions on Canvas, worth 20% of your grade. These questions are designed to review and put into practice important concepts and to prepare you for the assignments and course project. One strategy I use in teaching is to have students read and respond to other students work online to increase the interaction in our course. The Discussion Questions will require you to post your answers each week, but also to read and respond to peers' work each week also.

## *Assignments*

We will have other assignments/quizzes weekly. These assignments will relate to your reading and will analyze the linguist processes in the varieties of English we are studying. Some of these assignments will be group work. One of the learning outcomes for general education requirements for this course is Teamwork and so we will be working together to accomplish some of our tasks.

## *Grading*

Final grades will be assigned according to the following percentages. These percentages represent a percentage of the total possible points for the class.

	B+ = 87% - 89%	C+ = 77% - 79%	D+ = 67% - 69%	
A = 94% - 100%	B = 83% - 86%	C = 73% - 76%	D = 63% - 66%	E = 0% - 59%
A- = 90% - 93%	B- = 80% - 82%	C- = 70% - 72%	D- = 60% - 62%	

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**Class Schedule**    \*\*Subject to change\*\*

Week	Dates	Topic	Reading	Assignments
<b>Introduction to World Englishes</b>				
1	5.17-5.23	Introduction to World Englishes	Kirkpatrick 1-37	Discussion Questions #1
2	5.24-5.30		Mesthrie & Bhatt 1-38	
<b>English as a Native Language / “The Inner Circle”</b>				
3	5.31-6.6	British English/American English	K: 39-68	Group assignment #1 Discussion Questions #2
4	6.7-6.13	Australian English	K: 69-84	Discussion Questions #3
<b>English as a Foreign Language / “The Outer Circle”</b>				
5	6.14-6.20	English of the Subcontinent	K: 85-100 M&B: 39-95	Group Assignment #2 Discussion Questions #4
6	6.21-6.27	Africa	K: 101-118 M&B: 109-130	Discussion Questions #5
7	6.28-7.4	South East Asia Hong Kong and China	K: 119-154	
8	7.5-7.11	English as Lingua Franca	K: 155-170	Discussion Questions #6
9	7.12-7.18			Group Assignment #3 Project Proposal Due
<b>World Englishes in Education / “The Expanding Circle”</b>				
10	7.19-7.25	English in Education	K: 171-197 M & B 200-224	Discussion Questions #7
11	7.26-8.1			Discussion Questions #8/draft of project
12	8.2-8.8			Course Project Due: 8.8 11:59pm