

Syllabus

LING 3220 Online– Spring 2024

3 Credits

Instructor: Vicky Wason

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Office: LNCO 2930 across from the elevator

Hours: appt only Readings

- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. 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.

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%
Quizzes & 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.

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 Scale:

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

You must receive a percentage score of > 73% to pass this course

How to be Successful in the Course

Don't fall behind! This course has a large enrollment, and it will be challenging for the instructor to know each of you individually. Use the [Class Forum link](#) to post questions about the course. Perhaps other students have the same question! You can chime in to help each other, and your instructor will check in regularly to post as well. Your instructor will give timely feedback on your assignments, but it is your responsibility to contact her with questions and concerns before they turn into major issues. Your instructor will be an active participant in the course and expects you to be, also.

This course is worth 3 credits. Since this course is online you can expect to spend anywhere between 9-12 hours each week on coursework. Plan accordingly and look ahead. Some weeks may require more time while other weeks require less.

Library Help and Student Support

If you can come to the University campus, the Marriott Library offers [writing tutors for undergraduates](#).

Need off-campus tutoring help with your writing? Access [etutoring](#) and click the blue button to log in with your Unid.

Course Policies

You can see your entire list of assignments and due dates at the bottom of this page. You can always access this page by clicking the Syllabus link on the left.

In addition, I will use the announcements feature in Canvas to provide students in this course with important and time-sensitive information. Students are responsible for reading all announcements made during the semester. To read announcements, click on "Announcements" in the left-hand navigation menu.

You can update your announcements in canvas [here](#).

If an assignment is late you will lose 10% of the grade for every day something is late. At a certain point you will earn a zero on the assignment.

Emailed assignments are not accepted. You must follow the instructions on Canvas and post your assignments accordingly.

My goal turn-around time is 1-2 weeks for all your assignments.

Since this is an online class, we often think messages will get an immediate response. While I'm here to offer you as much support as possible please plan your queries to allow for appropriate response time. M-F I will respond to emails within 24 hours. From 5:00pm Friday until 8:00am Monday I will respond to emails intermittently. This means that on some weekends I will not respond at all and others I might respond a lot.

Department of Linguistics Diversity and Inclusion Statement

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.

Technology and Netiquette

It is your responsibility to maintain your computer and related equipment in order to participate in this online course. Equipment failures will not be an acceptable excuse for late or absent assignments.

Discussion threads, e-mails, and the Class Forum of Canvas are all considered to be equivalent to classrooms, and student behavior within these environments shall conform to the [Student Code](#). Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.

- Using angry or abusive language is called “flaming” and is not acceptable, and will be dealt with according to the [Student Code](#).
- This class touches on a number of sensitive topics and also works to support cross-cultural understanding and conversation. Please be respectful and supportive even when you disagree. For example:
 - Student A says: I don't agree with gay marriage.
 - Student B can say: Could you explain where you're coming from and what you object to about gay marriage?
 - I'm just giving an example and not commenting on the issue but illustrating how to respond to a comment respectfully and from a place of inquiry. We are learning and starting the conversation in this class on many contentious issues. We are all at different places rooted in our own identity and experience. Remember and know that we are learning together and can support each other throughout this process.

Questions about technical issues? Contact the help desk listed at the bottom of the home page (classhelp@utah.edu).

We strongly recommend you have at least two browsers on your computer: Safari, Chrome, or Firefox. If something in Canvas isn't working correctly, **copy the page URL and open it in a different browser**. This often solves the problem.

Please check the web page regularly for announcements: *This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

University Policies

1. ***The Americans with Disabilities Act.*** 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 this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
 - ***If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly.***

Use this standard language: “Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation

to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate

2. **University Safety Statement.** 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 <https://safeu.utah.edu>
3. **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).
 - a. **Lauren's Promise:** Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. I, Vicky Wason, vow to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation. To learn more and to take your own vow visit the <https://violenceprevention.utah.edu/>
4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to

academic sanctions as per the University of Utah's Student Code:
<https://regulations.utah.edu/academics/6-410.php>

5. ***Diversity Statement*** . I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.
6. ***Undocumented Student Support Statement***. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
7. ***Drop/Withdrawal Policies***. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
8. ***Student Mental Health Resources***
 - *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.*
 - *Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues*
9. ***Diverse Supports for Students***. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/