


UNIVERSITY OF GUAM
UNIBETSEDĀT GUĀHAN
DIVISION OF ENGLISH & APPLIED LINGUISTICS
FALL/FANUCHANAN 2024
Syllabus
MW 11-12:20 Room EC206

LN371 World Englishes
 Dr. Clarisa Quan

Office: EC 213 F; Tel.#: 671 735 2730
 Office hours: MW 8-9; 12:30-2; Tu 1-2
 or by appointment

Email: cquan@triton.uog.edu 
 All emails must include "LN371" under "Subject"

Catalog Description

This course examines the development of different varieties of standard English throughout the world. In the past half-century, English has exploded as the most widely used world language, and most of the users are non-native speakers. The result of worldwide contact with English, the evolution of English varieties, and cross-cultural similarities and difference in patterns of language use are addressed. Prerequisite: LN300 with a grade of "C" or higher, or consent of instructor.

Fall 2024 semester Office Hours: Instructor will respond as student emails requesting office meetings are received. There can be face-to-face as well as zoom office appointments.

This hybrid class will be a combination of Monday Face-to-Face (F2F) meetings on campus and Wednesday Face-to-Face meetings or Zoom lessons/meetings.

All F2F and Zoom meetings will be announced ahead of time in class and via email.

All handouts and notes will be posted on MOODLE.

Course Objectives

Student Learning Objectives	Program Learning Objectives	Institution Learning Objectives
<p>In this course, through reading, observation, and working on assignments, you will learn or acquire:</p> <ul style="list-style-type: none"> • the fundamental skills for preparing a truthful linguistic description of English • the evolution history of modern English • the distribution of varieties of modern English • the social, cultural, and political implications associated with these English varieties • the various social attitudes towards these varieties, and the values attached to them • issues of language change, of policy 	<ul style="list-style-type: none"> • Understand the concepts, structures, and functions of human languages • Describe the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts • Observe, clarify, organize, analyze, synthesize, and evaluate data individually and or in a group 	<ul style="list-style-type: none"> • Mastery of critical thinking and problem solving • Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

and planning, and of language education <ul style="list-style-type: none"> • the speakers' actions and reactions • and, finally, an appreciation of linguistic diversity. 		
Assessment: see below		

Required Textbook

Kachru, Kachru, & Nelson (2009). Handbook of World Englishes. NY:Blackwell. with different authors. (KKN)

PDF online link for KKN:

<https://blogs.baruch.cuny.edu/globalizationofenglish/files/2020/01/Handbook-of-World-Englishes.pdf>

Strongly Recommended:

Kirkpatrick, A. (2007) *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press. (K) (copy will be on reserve at RFK).

Other Recommended readings

Language Planning (lecture); Ethnographic research (lecture)

English the Chamorro Way; Malafunkshun

English da Pidgin Way (Hawaii)

Audiovisual materials

“American Tongues”, ““History of English,” “Gullah”(Ebonics) YouTube videos on Pidgins and Creoles;

“Monsoon Wedding”(India); “Whale Rider” (NZ), &/or“My Fair Lady” (England).

Methods of Evaluation/Assessment

1. One take-at-home test on Moodle to be given around the end of October. The exact date will be announced two to three weeks prior, depending on the semester’s progress.

2. Two written chapter summaries from Kachru Kachru & Nelson (no doubles = one chapter, one student), student class presentation of the summaries, with student-led discussions. Chosen topics must be submitted by the second week of September or earlier - on a first come first served basis. The list of summary choices is in the Tentative Schedule for the semester. Summaries and presentations are due the week(s) the topics are covered in class.

3. Two short observation / ethnographic paper reports (about 4-5 pages each) that focus on the following, both to be presented in-class:

a. an English variety or varieties students use and or hear at home, or hear/observe on Guam (or another island or country): e.g., Filipino English, Chamorro English, Micronesian Englishes, Japanese English, Korean English, or other varieties of English that show linguistic, social, and cultural diversity and the need for linguistic and cultural sensitivity. A lecture and written guidelines on ethnographic observations will be provided in the first few weeks of class.

b. The second paper report can be a linguistic analysis (e.g., sounds/accents in English, word choice/vocabulary, idiomatic expressions & any other phonological, morphological, syntactic linguistic traits) accompanied by observed unique cultural beliefs and practices based on the speech, conversations and interactions of the actors in one of the foreign films assigned in class. OR

c. The second paper can be linked to/an expansion of, one of the student summaries, e.g., New Zealand or Australian English.

The first paper is due the the week of Sept.23, and the second paper is due at the end of November. Both class paper presentations must be about 10 minutes long.

Grading/Assessment Breakdown:

Test:	25%
Paper 1	25%
Paper 2	25%
Summaries/discussion	15%
Attendance	10%

Attendance

Attendance (face to face or via zoom) is mandatory. The Division of English & Applied Linguistics stipulates that having more than 2 unexcused absences are grounds for possible failure in the course.

UOG Resources for Students

Student Support Information for MOODLE:

For MOODLE Technical Support: contact information is below.

Email Address (24 hours): moodlehelp@triton.uog.edu Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.): (671) 735-2620/21

DEAL Writing Center:

<https://sites.google.com/view/dealwritingcenter>

The Writing Center is run by students for students. They offer support for writers of all abilities and at all stages of the writing process. They could be very helpful if you're struggling with a writing assignment. They offer walk-in hours, or you can schedule an appointment ahead of time via the program's web page.

Classroom Accommodations / Americans With Disabilities Act:

<https://www.uog.edu/administration/administration-finance/human-resources/eoadatitleix-office>
Americans with Disabilities Act Amendments Act (ADAAA) Accommodation Services. If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. You will need to provide me with an accommodation letter from the Student Counseling and Advising Service Accommodations counselor. If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, Ph/TTY.: 735-2460, to coordinate your accommodation request.

Isa Psychological Services Center:

<https://www.uog.edu/schools-and-colleges/college-of-liberal-arts-and-socialsciences/isa/index.php>

The Isa ("Rainbow" in Chamorro) Psychological Services Center provides a variety of free services to University of Guam "students, staff, faculty, and members of their families, as well as to adults, children, and families from the local community who are not able to access services elsewhere."

Services include: individual and couples therapy, group therapy, clinical assessment, crisis services, consultation, and outreach programs. Students can seek therapy for a variety of issues. If you are experiencing a mental health emergency, or if you concerned about another student, please call: (671) 735-

I Pinangon Suicide Prevention Program:

<http://www.uogsuicideprevention.org/> (website appears down as of Aug, 2018)

<https://www.sprc.org/grantees/university-guam-2> <https://www.facebook.com/pages/biz/I-Pinangon-482641241760989/>

Micronesia's suicide rate is about 1½ times higher than the rate on the US mainland. I Pinangon ("awakening" in Chamorro) strives to educate the community about suicide prevention measures and practices in order to decrease this rate.

Sexual Misconduct:

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions, including from instances of violence and harassment based on sex and gender. If you, or someone you know, have been the victim of sexual misconduct or assault, reach out, even though it may be difficult. Staying silent after an incident only helps repeat offenders to continue harming others.

Resources and people available at the University of Guam:

<https://www.uog.edu/administration/administration-finance/human-resources/eoadatitle-ix-office>

The UOG Title IX Coordinator is Joseph Gumataotao, who can be reached at gumataotaoj@triton.uog.edu

Or contact the office: Dorm 2 Iya Hami Hall, Room 104 UOG Station, Mangilao, Guam 96923
Telephone: (671) 735-2244

Tentative Schedule:

Week 1	Aug. 12	Syllabus distribution
Weeks 2-3		Pre assessment, Introduction, A short (his)story of English (videos/handout); pidgins & Creoles; History of World Englishes KKN: Part 1
Weeks 4-5		Models of World Englishes Basic linguistic, sociolinguistic, & World Englishes concepts The Ethnographic model - guide for the course papers (lecture) 4 diasporas: KKN Part 1 Kirkpatrick (K) CH 1, 2 KKN: 1 st diaspora: Student summaries can be chosen from: King. Wales & Ireland Douglas. Scotland Kirkpatrick: CH4 British English 2 nd diaspora: Student summaries - choices from: Schneider. English in North America (KKN) Kiesling. English in Australia & New Zealand. Film – Conchords) Kirkpatrick: The powerful variety: American EN Kirkpatrick: CH6: A Younger Cousin & Indigenous ID
Weeks 5-6		3rd Diaspora Students can choose summaries from: KKN Parts 1.6 and 1.7 Gargesh. South Asian Englishes (also film); Honna. East Asian Englishes. (also film) Bautista & Gonzalez. Southeast Asian Englishes; One of the African Englishes: South Africa, West Africa, or East Africa (choose one only) Aceto. Caribbean Englishes Other Englishes: English on Guam, Hawaii, Micronesia (EN the Chamoru Way; Hawaiian Creole (lecture/class discussion)
Weeks 7-8		Paper #1 due Sept.23 - Presentations of Paper 1 KKN: 4 th Diaspora Bolton: World Englishes Today Part II: Variational Contexts (may be moved to Week 10) Part II.16 Mesthrie. Contact LX & World Englishes Part II.17: Varieties of World Englishes Part II.18: Mufwene. Pidgins & Creoles (videos also)
Week 9		Fall semester break: Oct. 7-11
Week 10		Test 1 instructions handed out Part 3 Acculturation - Student can choose their Summaries from: Halliday. Written Lg, Standard Lg, Global Lg. Bhatia. Genres and Styles in World Englishes Kachru, Y. Speaking & Writing in World Englishes
Week 11		Student summaries from: Part 4 Crossing Borders Thumboo. Literary Creativity in World Englishes Smith & Nelson. World Englishes & Issues of Intelligibility Kachru. B. World Englishes & Culture Wars
Week 12		Test 1 - due end of Oct. Part 5: Grammar Wars & Standards: summaries from: Mitchell. Grammar Wars: 17 th and 18 th century England Algeo. Grammar Wars: the United States Davis. World Englishes and Descriptive Grammars
Week 13		Part 6 Ideology, Identity, Constructs Student summaries from: Dhillon. Colonial/Postcolonial Critique: the Challenge from World Englishes

Valentine. World Englishes and Gender Identities

- Week 14 Part 7 World Englishes and Globalization; Student summaries from:
English as lingua franca ;K: ch11;
Martin. World Englishes in the Media
Bhatia. World Englishes in Global Advertising
Van Horn. World Englishes and Global Commerce
- Week 15 Language Planning, Language Policy, Language Eduation; Student summaries from:
Bamgbose. A Recurring Decimal: English in Lg Policy and Planning
Baumgardner. Teaching World Englishes.
Brown. Models, Methods, Curriculum for ELT Preparation
Dolezal. World Englishes and Lexicography
- Weeks 16- end Paper #2 is due on the last week of November
Presentations of final paper from Weeks 16 - semester's end in Dec.