

San José State University
Department of Linguistics & Language Development
Ling/Asia 122: English as a World Language
Section 04
Fall 2018

Instructor: Dr. Sharmin Khan

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Office Hours: MW 10:30-11:30 and by appointment
TTh 12:00-1:00 and by appointment

Class Days/Time: TTh: 3:00-4:15

Classroom: Clark Hall 308

Prerequisites: Upper division standing (at least 56 units completed), completion of Core GE requirements, passage of the Writing Skills Test (WST), and completion of or concurrent enrollment in 100W.

GE/SJSU Studies Category: Category V: Culture, Civilization and Global Understanding.

SJSU Course Grade Distribution: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Course Objectives

The primary objectives of this course are to (a) survey the ways in which and the purposes for which English is used in diverse societies and cultures around the world, including the United States, and (b) examine social, cultural, economic, and political implications of the spread of English for international and cross-cultural communication.

Learning Objectives

GE/SJSU Studies Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from different societies.

GELO2: Identify the historic context of ideas and cultural practices in their dynamic relations to other historical contexts.

GELO3: Explain how a culture changes in response to internal and external pressures.

Course Content Learning Objectives (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Identify the historical context in which English has been introduced and spread across societies, and to recognize the dynamic relationships between these language changes and other social, political, economic, religious, and cultural changes.

CLO2: Compare systematically the linguistic forms and the communicative functions of English as it is used by diverse societies and cultures, both in Western and non-Western countries.

CLO3: Identify the distribution of political and economic power as it is correlated with proficiency in Standard English in diverse societies around the world.

CLO4: Compare systematically patterns and purposes of language variation among cultural groups, such as code-mixing and code-switching with English in India and the Philippines, and lexical borrowing from English in Mexico, Japan, and Korea.

CLO5: Explain how attitudes toward English change in response to internal and external pressures.

CLO6: Identify the ways in which varieties of English from around the world influence patterns of language use among immigrant communities in the United States.

Required Material

Reader: Available at Maple Press, 330 S. 10th St. Phone: 297-1000. Please note that Maple Press does not accept credit cards; cash and personal checks accepted.

Credit Hours Compliance Policy

The SJSU Senate Policy S 12-3 requires the university to be compliant with the Federal Regulation of the definition of credit hour. Therefore:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Assignments and Grading Policy:

Grading	GELO	CLO	Points
Participation			25 points
Online reading quizzes	123	1, 2, 4, 5, 6	50 points
Linguistic/cultural heritage paper	1, 2, 3	1, 2, 4, 5, 6	20 points
Reflective response paper 1 (video #1)	1, 2, 3,	1, 2, 3, 4	20 points
Reflective response paper 2 (video #3)	1, 3	2, 5, 6	20 points
Discussion on video #2	1, 2, 3	1, 2, 3, 4, 5	5 points
Mid-term	1, 2, 3	1, 2, 3, 4, 5, 6	30 points
Group presentations on language & gender	1, 3	2, 5, 6	10 points
Final paper/Oral presentations	1, 2, 3	1, 2, 3, 4, 5, 6	30 points
Final exam	1, 2, 3	1, 2, 3, 4, 5, 6	40 points
Total			250 points
Bonus/extra credit			5 points

Requirements:

1. Participation (25 points):

According to F15-12, University Policy, Attendance and Participation:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class.”

While students may not be graded on attendance, they may be graded on class participation. Points (divided according to # of class sessions) will be awarded for in-class task completion such as group/pair work, discussions, exercises, etc. To get participation points, students must be actively engaged and not just physically present in the room. 2 points will be deducted for each missed class participation, beyond 3 class sessions.

2. Online reading quizzes (50 points):

Short, multiple choice quizzes on that week’s readings. These will be open book and completed via Canvas. About 12 quizzes are scheduled for the entire semester and each is worth 4 or 5 points.

3. Linguistic/cultural heritage paper (20 points):

In this paper, you will identify the dynamics of your linguistic and cultural identity. You will write about the languages you know and use and the linguistic heritage of your family. You will also write about your own cultural growth and awareness of other cultures in our multicultural society.

4. Reflective response papers (40 points):

You will write two reflective response papers after viewing videos (*The Story of English* and *He said, She Said*) followed by class discussions. More details will be handed out before the due dates.

5. Discussion on video #2 (5 points):

After viewing video # 2 (*American Tongues*), you will participate in an interactive discussion where you will critically relate some of the issues brought up in the film to your own experiences, observations, readings, and reflections. More details will be handed out at a later date.

6. Mid-term exam (30 points):

There will be an in-class mid-term exam on Thursday, October 18, requiring fill in the blanks and short answers on topics covered during the entire course. You will receive a detailed study guide one week before the test and there will be a review in class on the Tuesday prior to the test.

7. Group presentation (10 points):

There will be one group presentation on language and gender issues that you are expected to participate in. You will be presenting sections of an article to the class. More details are forthcoming.

8. Final paper/Oral presentation (30 points):

For this assignment, you will select a topic of interest to you, do some library research on it, and then write a short paper synthesizing and analyzing some aspect of it. A list of possible topics will be circulated via google.doc. You will also do a group PowerPoint presentation on your topic.

9. Final exam (40 points):

The final exam will require fill in the blanks and short answers on topics covered during the entire course.

10. Bonus/extra credit (5 points):

Students who speak up in class, ask questions, make comments, and otherwise engage actively will get an extra 5 points. This will be added at the very end to their final grade.

Grading information:

Grading breakdown

98% and above=A+	94% to 97%=A	90% to 93%=A-	87% to 89%=B+	84% to 86%=B	80% to 83%=B-
77% to 79%=C+	74% to 76%=C	70% to 73%=C-	67% to 69%=D+	64% to 66%=D	60% to 63%=D-

Late Work

Assignments turned in late will receive a lower grade. A point will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only. Students will not be penalized if they can show extenuating circumstances beyond their control.

Mode of Instruction

Time in class will be divided between teacher lectures, videos, and student group discussions. Students are expected to come prepared to class having done the assigned reading and ready to engage with the tasks in a meaningful way.

Canvas Website Component of the Class

All written assignments are to be submitted through the Canvas website program. Go to <http://www.sjsu.edu/ecampus/students/> to begin your Canvas login. Please make sure that you submit papers in the following formats only: Ms Word, Word Perfect, Post Script, Acrobat PDF, HTML, RTF, Plain text.

Classroom Protocol/Policies

- (i) Please arrive to class on time. Late entrances are highly distracting to both your fellow students and the instructor.
- (ii) Absence from class may not be used as an excuse for failing to complete assignments on time.
- (iii) In-class assignments cannot be made up unless there are extenuating circumstances.
- (iv) Make-up exams will be given only under truly extraordinary circumstances such as an illness or an accident. A doctor's note or other evidence must be provided in these cases.
- (v) Instructor reserves the right to make minor changes to assignments and schedule provided students are notified at least one class meeting in advance.
- (vi) Courtesy and respect towards one's fellow students and the instructor are expected at all times. Therefore, while in class, please do not web surf on the computer, read unrelated materials, or do homework for another class.

Computer Use in Class

You are allowed to use a laptop only for purposes of note taking, provided you have a documented disability that prevents you from taking notes by hand. Students who use their computers for other activities or who abuse the equipment in any way will be asked to leave the room and will lose participation points for the session.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures

to follow if and when questions or concerns about a class arise. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

University Policies

This link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, religious holidays, etc.: <http://www.sjsu.edu/gup/syllabusinfo/>

SJSU Writing Center

“The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.”

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

Instructor Absences

Emergencies do happen. If your instructor fails to appear in class within five minutes after the starting time, please notify the LLD office immediately. You can do this by picking up the phone in your classroom and dialing 4-4413. If someone answers, please give that person information about your class: which section, which instructor, which room. If there is no answer, please leave a message with the same information. If no one comes to assist your class within fifteen minutes (your instructor or someone else) you may then leave the classroom.

Ling/Asia 122: Fall 2018 Semester Schedule

Subject to change with fair notice at least one class period in advance

Note: all readings are in the Course Reader (CR)

Tues. 8/21	Introduction to the class and course details	
<u>THEME 1: ENGLISH AS A GLOBAL LANGUAGE</u>		
Thurs. 8/23	Why a global language? (also available in Canvas, Module) <i>Quiz #1</i>	Crystal
Tues. 8/28	Why English? The historical context <i>Quiz #2</i>	Crystal
Thurs. 8/30	<i>Video (1) "The story of English"</i>	
Tues. 9/4	Global business speaks English Discuss the video: "The story of English"	Neeley
<u>THEME 2: ENGLISH AND CULTURAL IMPERIALISM</u>		
Thurs. 9/6	No class	
Tues. 9/11	English and linguistic globalization <i>Quiz #3</i>	Seargeant
Thurs. 9/13	Teaching English as a missionary language <i>Reflective paper #1 due on "The Story of English"</i> <i>Quiz #4</i>	Pennycook
Tues. 9/18	English as an Islamic language <i>Quiz #5</i>	Mahboob
Thurs. 9/20	Linguistically privileged and cursed? <i>Quiz #6</i>	Demont-
	Heinrich	
Tues. 9/25	Talking about identity... Involuntary language loss among immigrants <i>Quiz #7</i>	Ramos Hinton
<u>THEME 3: ENGLISH—NATIVE VARIETIES</u>		
Thurs. 9/27	Standard American English <i>Quiz #8</i>	Tamasi & Antieau

Tues. 10/2	African American English Quiz #9	Tamasi & Antieau
Thurs. 10/4	What is Chicano English? The distinctive dialect of Chicano English	Fought PBS
Tues. 10/9	<i>Video (2) “ American Tongues”</i> Linguistic/cultural heritage paper due Study guide for mid-term posted on Canvas	
Thurs. 10/11	Official English Discuss video: <i>American Tongues</i>	Tamasi & Antieau
Tues. 10/16	Review session for mid-term	
Thurs. 10/18	MID-TERM	
Tues. 10/23	Gendered communication styles Do women and men talk differently? Why can’t he hear what I’m saying? “Girls text really weird”	Wood & Reich Wareing Tannen Ling et al.
Thurs. 10/25	Student presentations on language and gender readings	
Tues. 10/30	<i>Video (3) “He said, she said”</i> Decide on final paper topic	
Thurs. 11/1	Discuss video: <i>He said, she said</i>	
	<u>THEME 4: ELECTRONIC ENGLISH</u>	
Tues. 11/6	What makes texting distinctive? Quiz #10	Crystal
Thurs. 11/8	Is texting killing the English language? What Twitter reveals about slang, gender and no-nose emoticons Reflective paper #2 due on “He said, she said”	McWhorter Steinmetz
	<u>THEME 5: ENGLISH—NON-NATIVE VARIETIES</u>	
Tues. 11/13	The English languages	McArthur
Thurs. 11/15	The grammar of Singapore English A poem in Singlish Quiz #11	Alsagoff Pang

Tues. 11/20	The English language in China <i>Quiz #12</i>	Gil & Adamson
Thurs. 11/22	THANKSGIVING HOLIDAY	
Tues. 11/27	What will the English language look like in 100 years?	Felter
Thurs. 11/29	Student oral presentations	
Tues. 12/4	Student oral presentations	
Thurs. 12/6	Review for final exam (last day of class)	
Thurs. 12/13	<i>FINAL PAPER DUE BY 11:59 PM</i>	
MONDAY, 12/17	<i>FINAL EXAM @ 2:45-5:00 PM</i>	