

# **English 372**

## **English(es) in the World and the World in English(es): Policy, Pedagogy, and Practice**

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### **FACULTY CONTACT INFORMATION**

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Office Hours: M: 12:30 – 1:30 (in office); W 3:45 - 4:45 (online)  
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The best way to contact me is via email. Please make sure that you both put the course number (ENG 372) in the subject line and send from your UW email account. Please allow a response time of two business days to all emails.

If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

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### **Course Description**

This course explores how and why major historical, sociopolitical, and economic developments have led to the spread of English as a world language and the subsequent emergence of new global Englishes, while simultaneously refashioning existent local languages, and transforming communicative patterns in different parts of the world. Drawing on a wide range of real textual artifacts, data, and examples (such as email correspondence, social media exchanges, speech transcripts, newspaper clips, hip hop lyrics, shop signs, advertisements, etc.), we will examine the complexity of established and emerging Englishes in diverse geographical locations in Central America, the Caribbean, Africa, Asia, and the Middle East. By pursuing comparative explorations of various Englishes, we will closely interrogate how these unique ways of using English shape and are shaped by locally specific influences of social, political, ideological and linguistic relations. Toward the end of the quarter, we will also examine how such issues connected to world Englishes help us to (re)conceptualize how we teach and learn English as a global language, and thereby to complicate issues related to Standard English norms and the NES/NNES dichotomy. In this sense, we will be deliberating over what constitutes best pedagogical and assessment practices that are practical for and responsive to the growing number of users and learners of English all over the world.

### **Course Objectives**

Students completing this course will be able to:

1. Identify the characteristics of and foundational key concepts and themes in the eclectic field of World Englishes (WEs).
2. Pursue informed and comparative explorations of key cultural, geopolitical, economic, sociolinguistic, and historical factors that have led to the emergence of a wide range of WEs, the impact of these on how WEs are perceived by language users/learners and others around them, and how those perceptions impact the way WEs are positioned both locally and globally.

3. Read, critique, and rhetorically analyze (both written and oral) WEs-related texts to bridge theory and practice.
4. Research, critically examine, and orally present key issues in emergent WEs at particular geographic locations.

## **Course Materials**

You are also responsible for downloading and reading all materials posted on the course Canvas website as pdf files or existing as html files on the web (see tentative schedule and reading list).

## **Course Requirements**

### **1. Class Participation + Daily Assignments (10%):**

Your active contribution to class discussions is highly valued in this course. You are expected to demonstrate a willingness not only to voice your positions and opinions about the course readings but also to constantly revise and qualify them in the context of our ongoing conversations. To enhance full participation in this course:

- plan to be on time
- attend the full meeting
- turn in all assignments on time
- come prepared by doing the assigned readings
- demonstrate mental as well as physical presence
- participate in final project workshop sessions
- actively participate in and extend classroom discussions by moving beyond the summary/ comprehension of the content of the reading(s) to raising critical questions, critiques, and comments

When course readings are not accompanied by discussion board posts, you will be asked to answer a few critical questions about the readings under the “Assignments” tab on Canvas. Your responses to these questions will also contribute to your overall participation/daily assignments grade.

### **2. Oral Presentation (25%):**

In groups of 2-3, you will be asked to deliver a 40-45 minute presentation of your research findings on the history, role, status of, and attitudes towards English and the way it is used at a particular geographical location of your own choice (from either inner, outer, or expanding circles). As you track the emerging WE variant of that region/nation, you should also plan to share, demonstrate, and discuss various examples of lexical, phonological, grammatical, and discursive features, which identify as specific to English usage in that particular cultural setting. Keep in mind as you paint a language landscape of that specific context, you need to offer a detailed description of the complex network of political, social, cultural, linguistic, economic, and institutional forces at play. You would also need to provide sufficient, relevant language examples to explore in detail the specific use of English in your chosen context.

Basically, your job will be to initiate, lead, and mediate class discussion related to your topic.

After you present your content for 20-25 minutes, you would need to get your fellow classmates

to engage for at least 15 minutes with your proposed ideas in a meaningful, multi-vocal way through preparing thought-provoking questions for small group/whole class discussion or designing interactive activities, etc. The remaining time will be allotted for Q&A.

In planning and preparing for your presentation, you are advised to consult at least two outside academic sources to present what you have learned to the class in as creative and engaging a way as possible. Some possible places to start your research include the *World Englishes* journal (particularly the June 2014 special issue), *TESOL Journal* (Sept. 2004 Special Issue: Critical Perspectives on World Englishes), and the *International Journal of Multilingual Research*. You might also supplement these with more popular sources, such as web pages, newspapers, blogs, YouTube videos, interviews, etc. If you plan on using visuals and other appropriate learning style materials or tools, make sure you arrive ahead of time to set these up and please do not waste precious class meeting time to do so.

As you deliver your oral presentation, you will be asked to compile and distribute a comprehensive handout for the whole class along with a brief annotated bibliography of all the sources you have consulted for your talk. Make sure you make enough copies for all class participants. In your annotated bib, you are expected to offer: (1) a short *summary* (2-3 sentences) of the contents including the research question, type of data and methods of data collected and analysis (if applicable), and conclusions; and (2) a brief statement of your personal *reflections and insights* (1-2 sentences) pertaining to the conclusions of each source, perceived shortcomings, ideas for other research or applications based on your own experiences or our class discussion. You will also be asked to post on Canvas any pre-presentation readings and links to supplementary materials.

### **3. Language Policy Paper (20%)**

Throughout this course, you may perceive dissonance between the fluid and mobile languaging ideologies espoused by many World Englishes scholars and the ways in which English was conceived at a prior institution or workplace. As Kubota (2018) has noted, research in World Englishes has not altered the on-ground practices of many institutions to this point, leaving much critical and advocacy work to be done. For this paper, you will analyze the publicly available language policies (explicit and/or implicit) of an educational institution in which you have either studied or are invested in some way, considering the assumptions about language that found those policies as well as how you might draw from the theoretical and empirical contributions from World Englishes to critique said policy and its implications for students, educators, and other stakeholders.

### **4. Discussion Board Posts (10%)**

You will be asked to participate in and contribute to the Canvas Discussion board. Your contribution involves: (1) Posting a question that goes beyond the comprehension/content of the relevant reading(s) to raise further questions, critiques, and comments and (2) Responding to one of your classmate's questions in around 200 words. Here are some more specific guidelines for your discussion board posts:

*Critical Questions:*

Craft thought-provoking questions about the issues raised in the readings assigned that invite reflection and deliberation, not a single, factual answer. Before posting the question, provide a 2-3 sentence description that would give enough background information to help your readers understand what it is exactly that seems to be prompting this particular question.

*Critical Responses:*

As you think through deep and focused answers to your classmate's questions, I encourage you to bring in prior knowledge or outside sources in order to foster more complex thinking/synthesis.

Your responses should generally include the following components:

- ***Reflection about potential implications:***

Describe thoughtfully what your classmate's question seems to be pointing toward or any new insights you think it provides, or raise a follow-up question as a seed for clarification or further discussion.

- ***Analysis:***

Discuss how the question your classmate raises encourages us to think more (or less) critically about relevant course themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.

- ***Connection to Course Readings/Materials:***

Ground your responses in the course readings, demonstrating a critical knowledge of the research and texts we are engaging as a class as well as an ability to synthesize those readings to produce coherent responses to peer questions. Reference texts with APA in-text citations, although a References Page is not required for these posts.

- ***Elaboration:***

Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially cogent point and you want to say so, then explain why by adding a few sentences and describing your response or adding to the original point.

## **5. Exploring the Local: WEs at UW, in Seattle and/or the PNW region (35%)**

This final group project introduces you to the promise of critical sociolinguistic fieldwork for raising compelling questions about the active, fluid use of English(es) along with other language resources in current popular culture both locally and globally. You will be asked to conduct a mini-ethnographic study (as you do not have sufficient time and resources to conduct a full-fledged ethnography) in which you explore new forms of articulating identity and "linguaging"

in English(es). This assignment is designed to help draw your attention to the working(s) and mobility/ies of English(es) in your surroundings that you and others around you negotiate and navigate on a daily basis and to help you to understand, examine, and describe that ever-changing linguistic/dialectic diversity.

In a group of 3-4 members, you are asked to collaboratively work on designing a blog and be ready to present a 7-10 minute oral report of your findings to the class during the final week of classes.

For the content of your collaborative blog, you can choose between one or more of the following options. No matter what you end up choosing as your focus for this project, please be sure to get your preliminary plans approved by me by the end of week 5 at the latest. In preparation for your final project, you are advised (but not required) to get sustained research consultations and guidance from trained library staff: <http://lib.washington.libcal.com/booking/owrc>

### ***Englishes of Local Language Communities:***

You might consider providing a description of the context(s) in which you or someone else you know (e.g. relatives or friends, international students, diasporic communities, immigrants/refugees, etc.) from diverse linguistic backgrounds live, study, or work and the kinds of interactions that emerge with others in your/their surrounds. In this sense, your project might take the form of an (auto-)ethnography of your own work with English(es) or a report of the actual results of informal conversations and/or interview data with individuals or a group of individuals with regards to their general reaction towards the expanding power of English, its use in their local community and environment, and their reaction to the specific use that you have investigated. How do they characterize their relation to English, their localized version of English, and other native/foreign/heritage language(s) in their or their family's repertoire? How does the way of using English you chose to investigate reflect and/or challenge local norms or attitudes about language? How do these insights and perspectives fit in with the key concepts and principles we discussed in class (i.e. linguistic ownership, authenticity, proficiency, etc.)?

### ***Englishes in Local Public Spaces:***

Englishes, languages, and vernaculars are all around us as they are displayed in texts on shop windows, commercial signs, posters, advertisement billboards, etc. As we talk, walk, eat, drink, dance, cycle in and through parks, bus stations, restaurants, streets, alleyways and campus buildings, (trans)linguaging, which involves (re)localizing English, is becoming a central part of urban meaning-making. For your blog, you can compile a collection of authentic materials (text extracts, photographs, voice recordings, interview transcripts, video clips, etc.) and ethnographic accounts of the social uses and transformations of English around us. As you analyze these accounts and primary data, you are invited to make meaningful connections to the theoretical debates and key concepts in WE scholarship we've been exposed to in this class. To complete this project successfully, I encourage you to actively engage in the act of walking, moving around, talking, observing, reading, writing, recording, etc. in order to help you get a closer look at how different individuals from various areas of life are constantly getting things done in their local surrounds linguistically and rhetorically through English(es).

You will be expected to post *3 blog entries* (~750 words each) on one or more of the main topics presented above. Each entry should be accompanied by primary material, such as images, video clips or audio recordings. You are also asked to write *1 reflective commentary* (500 words) on a blog entry posted by another group. For these commentaries, you are advised to follow the same line of thinking you've adopted in your discussion board posts (see description above under item #4)

## **Additional Resources & Notes on Accommodations**

The Odegaard Writing and Research Center (OWRC) offers students, staff, and faculty at UW free, one-to-one, 45-minute tutoring sessions for any writing or research project, as well as for personal projects such as applications or cover letters and resumes. Tutors and librarians are trained to collaborate at any stage of the writing and research process, from brainstorming and identifying sources to making final revisions and tying up loose ends. For more information, or to schedule an appointment (more than 500 available per week), please see their official website (<https://depts.washington.edu/owrc>).

### **Accommodations:**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

### **Religious Accommodations:**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>.

## **Course Policies and Regulations:**

### **Communication**

While I keep office hours, I recommend making an appointment ahead of time to reserve a slot or schedule an alternative time to meet. You should check your email and Canvas regularly for any announcements about meeting plans.

### **Absences**

Missed classes will lower your grade. You may miss up to 2 class meetings without any reduction in your final grade; you should reserve those for true emergencies or university-sanctioned activities (see below). Each absence after 2 will significantly reduce your grade.

Missing 5 or more classes will result in a 0% in your participation and a 1 point (e.g. 3.0 to 2.0) drop in your final semester grade. Two late arrivals or early departures count as 1 absence. If you miss a class, it is your responsibility to find out what you missed; contact me or a classmate before the next class. All work is due on time or in advance, even if you miss class, and work completed in class cannot be made up unless there is documentation of a serious illness or emergency (see “Late Work” below).

For university-sanctioned activities that cause you to miss class, you must provide me official documentation. You will still be required to submit required work on time (or in advance). We will work together to create an agreement about attendance and make-up of in-class work. If you have a documentable emergency or serious illness that keeps you out of class and prevents you from handing in required work, contact me as soon as possible; I will ask for your documentation. (See “Submitting Work/Late Work” below.)

### **Late work policy**

All work is due when assigned. An absence does not allow you to miss a deadline. Missing work will lower your grade for the course one-third letter grade (e.g., from an A to an A- or an A- to a B+). A late project draft will lower your grade for the course one-third letter grade. Students submitting final projects after the deadline but before the day grades are due will have their grade for the course lowered one full letter. Students submitting final projects after the deadline and the day grades are due will receive a failing grade.

### **Use of Electronic Devices in the Classroom**

Technology in the classroom is encouraged when it might enhance the learning environment for all students. Any use of technology that degrades the learning environment, or disrupts the classroom is prohibited.

### **Academic Integrity and Plagiarism**

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Some specific examples of plagiarism are:

- copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
- borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).
- recycling work from another class.

# COURSE SCHEDULE

	IN-CLASS ACTIVITIES	HOMEWORK DUE
<b>WEEK 1</b>		
<i>Mon 1/6</i>	Course introduction, syllabus, readings, course policies and regulations	
<i>Wed 1/8</i>	English(es) in the World Today  Sign up for oral presentation topics; assign group members and dates	Response to critical questions (On Canvas) over: - Tan, "Mother Tongue" - Pennycook, "English as a Language Always in Translation"
<b>WEEK 2</b>		
<i>Mon 1/13</i>	Context and History of World Englishes  Finalize oral presentation group assignments, topics, and dates	Response to critical questions (On Canvas) over: - Jenkins Part A (Introduction: Key topics in WEs)
<i>Wed 1/15</i>	Context and History of World Englishes (continued)	Response to critical questions (On Canvas) over: - Jenkins Chapters 4-8
<b>WEEK 3</b>		
<i>Mon 1/20</i>	MLK Day – No Class	
<i>Wed 1/22</i>	Debates of Language Ownership (Who owns English today?)	Response to critical questions (On Canvas) over: - Canagarajah, "Multilingual Identity in Teaching Multilingual Writing" - Widdowson, "The Ownership of English"
<b>WEEK 4</b>		
<i>Mon 1/27</i>	Questions of Authenticity and Legitimacy (Whose English)	<b>Discussion Board Post on:</b> - Austin, "Linguicism and Race" - Tardy, "Discourses of Internationalization and Diversity" <b>Questions due on 1/27 at 5:00 pm; Responses due on 1/28 at 12:00 pm</b>
<i>Wed 1/29</i>	World Englishes + Race	Response to critical questions (On Canvas) over: - Shuck, "Racializing the Non-native English Speaker" - Kang, et. al., "Mitigating Attitudes" - Rosa, "Standardization, Racialization, Languagelessness"
<b>WEEK 5</b>		
<i>Mon 2/3</i>	Inner Circle Englishes  Oral Presentation(s)	Response to critical questions (On Canvas) over: - "Ebonics Controversy" Podcast
<i>Wed 2/5</i>	Oral Presentation(s)	
<b>WEEK 6</b>		



## COURSE SCHEDULE

<i>Mon 2/10</i>	The Case of Singlish and Singaporean English	<b>Discussion Board Post on:</b> <ul style="list-style-type: none"> <li>- Chua, "Singapore's Literacy Policy"</li> <li>- Foo &amp; Tan, "Linguistic Insecurity and the Linguistic Ownership of English among Singaporean Chinese"</li> <li>- Wee, "When English is not a Mother Tongue"</li> </ul> <b>Questions due on 1/27 at 5:00 pm; Responses due on 1/28 at 12:00 pm</b>
<i>Wed 2/12</i>	The Case of Spanglish Oral Presentations	Response to critical questions (On Canvas) over: <ul style="list-style-type: none"> <li>- Manglesdorf, "Spanglish as Alternative Discourse"</li> </ul>
<b>WEEK 7</b>		
<i>Mon 2/17</i>	<b>NO CLASS:</b> Presidents Day	
<i>Wed 2/19</i>	World Englishes and Global Participation	Response to critical questions (On Canvas) over: <ul style="list-style-type: none"> <li>- Bolton, "World Englishes and Linguistic Landscapes"</li> <li>- Salonga, "Performing Gayness"</li> <li>- Pan, "Vernacular Signs in the Center of Beijing"</li> </ul>
<b>WEEK 8</b>		
<i>Mon 2/24</i>	Complicating World Englishes Frameworks	Response to critical questions (On Canvas) over: <ul style="list-style-type: none"> <li>- Kubota, "Complicating World Englishes"</li> <li>- Motha, "Operating in Concert"</li> </ul>
<i>Wed 2/26</i>	Oral Presentations	Work on Language Policy Paper
<b>WEEK 9</b>		
<i>Mon 3/2</i>	Oral Presentations	<b>Language Policy Paper Due by Start of Class</b>
<i>Wed 3/4</i>	World Englishes in the Classroom (Which English?)	Response to critical questions (On Canvas) over: <ul style="list-style-type: none"> <li>- Canagarajah, "The Place of World Englishes"</li> <li>- Matsuda &amp; Matsuda, "World Englishes and the Teaching of Writing"</li> </ul>
<b>WEEK 10</b>		
<i>Mon 3/9</i>	Final Project Informal Presentations	Work on Final Blog

## COURSE SCHEDULE

<i>Wed 3/11</i>	Concluding Remarks: Imagining the future of English(es) Final Project Informal Presentations	Work on Final Blog
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***Schedule Subject to Change!***

**Final Projects Due no later than Sunday, 3/15 by 11:59 p.m.**