

GEORGIA COLLEGE & STATE UNIVERSITY
Core Curriculum Area B GC2Y Section Proposal/Approval Form† (see note below)

Title of Section: World Englishes

Name & Department (of proposing faculty member): English

Proposed Effective Date: Fall, 2018
Semester Year

If the content of this section is based on an existing course, please list the course prefix, number and title: _____

NOTE: If this section is approved, the existing course will need to be removed from the catalog.

Please answer these questions and attach the syllabus (see below) concerning the new section of GC2Y that you are proposing.

I. Area B Learning Outcome (SLO 3): *Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues.*

1) What Intellectual approaches will your section of this course include?

Descriptive linguistics (as a reaction to prescriptive grammar, which is also discussed), Universal Grammar (specifically a principles and parameters approach to language acquisition and creole language origins), Stammbaum theory and wave model (in the development of English as separate from Indo-European and Germanic), concentric circles model of world Englishes, more recent approaches to evaluating English as a lingua franca.

2) What problems, topics, themes, and/or issues will your section of this course address?

National and regional varieties of English, pidginization and creolization, language as an instrument of power, the notion of native speakers in an age where English is a truly global language, English as a lingua franca, pedagogical implications of all of these issues.

Additional Required Components: *In addition to meeting the Area B2 learning outcome (above), these courses must also (II) Address the Global Perspectives Overlay Outcome, (III) Include a Writing Intensive Component, and (IV) Include a Learning Beyond the Classroom Component.*

II. Global Perspectives Overlay Outcome: *Students will be able to evaluate diverse responses of peoples, cultures, societies, and groups to historic and/or contemporary global issues, themes, or topics.*

1) What peoples, cultures, societies, and/or groups will your section of this course include?

Historically "native" varieties of English (in the UK, US, Australia, New Zealand) and their speakers and cultures, along with English varieties, peoples and cultures in Kachru's outer circle (the "new" Englishes of India, Nigeria, etc.) and expanding circle (where English is learned as a "foreign" language – China, Russia, etc.). We will discuss some of the problems with Kachru's concentric circles model.

2) What historic and/or contemporary global issues, themes or topics will your section of this course address?

Colonialism, historical reasons for the spread of English, more recent economic and political trends that underlie English's global dominance. As I stated in section I, the course will also discuss language and power, what it means to be a native speaker of English in the 21st century, and how English as a global lingua franca differs from past lingua francas. Furthermore, we will discuss implications for language policy and pedagogy.

3) Discuss how your section of this course will integrate global perspectives fundamentally as a priority in the course plan.

Global perspectives are necessarily a central part of the course plan, as the course is about world Englishes. Students will be encouraged to evaluate their previous notions about what a native speaker of English is, along with their preconceptions about which groups of speakers have a claim on English.

III. Writing Intensive Component: *Please discuss how your course will be writing intensive and how the writing will be analytical in nature. Please NOTE: Writing-Intensive means using writing as an important—if not most important—type of course assessment. Expectations of writing-intensive assignments go beyond weekly short essays (although they could be a part of the overall writing requirement) and typically involve longer papers (minimum of 5-7 page scaffolded assignments, or an appropriate length for the specific course objectives) and essay writing on exams. "Scaffolding" refers to developmental opportunities for students to revise papers based on feedback from the instructor and/or peers & a framework for analyzing ideas in written form as course progresses.*

1) What written assignments will your section include (please be specific)? Indicate the length & nature of required writing.

Students will have a total of 15 graded writing assignments during the course of the semester. 10 of those will be reaction essays to readings and videos assigned throughout the semester. The reaction essays are two pages in length. Students will also be writing a research paper of roughly 10 pages, along with an associated annotated bibliography and abstract, which together will be about four pages. As part of their attitudes project, students will produce a short paper of about five to eight pages. Thus, students will produce around 40 pages of graded written work, plus occasional freewriting activities conducted in class, plus two exams (which will be in essay format, and therefore also writing intensive).

- 2) How will your written assignments elicit critical thinking and demonstrate analytical writing skills? Explain.

In two ways, depending on the assignment. For the reaction essays, students include a summary of the text and a close reading of a section of the text. Their close readings must demonstrate that they have thought critically about the text. They may object to the claims in the passage, and they are encouraged to make connections to other ideas they have encountered. For their research presentations and papers, they will demonstrate critical thinking skills and analytical writing skills by coming to terms with the theories and models relevant to their particular projects, considering opposing scholarly arguments, and possibly analyzing data. The analyses will, of course, differ by project topic.

- 3) Will there be required research, formal revisions, applied concepts or theories, textual or data analysis, etc.? Explain.

Yes, there will be required research and formal revisions. Students will present their research to the class and write papers. One of our evening sessions will be a dedicated research workshop, which will include peer feedback and review. There will be a number of applied concepts and theories covered in the class. In addition to those mentioned in I, 1) above, students will explore concepts and theories relevant to their own research projects.

IV. Learning Beyond the Classroom Component (LBTC) ~ LBTC supports the notion that active learning and creative, engaging pedagogies are central to the course experience for our students. LBTC endeavors may include but are not limited to creative course activities, service learning, lab activities, field trips, study abroad, problem-based learning, fieldwork, significant undergraduate research, and out of class (course related) learning activities.

- 1) How will you incorporate learning beyond the classroom in such a way that it is significant and integral to the course? Be specific; including how this is different from a typical class, and how it will be tied back into the class.

In addition to their research project, students will conduct a language attitudes survey and report their findings in a short paper (about five to eight pages). The attitudes project will give students experience conducting research in perceptual dialectology, which is one of the approaches we will be discussing in class. If funding will allow, I would like to take the students on a weekend day trip to the Penn Gullah Cultural Center on St. Helena Island, SC. I included this field trip as part of my ENGL 4116 course, Structure of Present-Day English, a few years ago. It gave students the chance to experience Gullah (one of the creole varieties of English that we will be discussing in the course) first-hand. In fact, one of my students in the class later said that the trip helped her firm up the ideas that she would pursue as part of her (excellent) MA thesis.

V. FOURTH HOUR Please be aware that you must schedule a 4th hour to be listed in PAWS before students register (meaning 750 contact minutes total). How do you plan to do so? (e.g., 5 meetings of 150 minutes ea; 7 meetings of 110 minutes ea; weekly meetings of 50 minutes ea, etc.; combined or solo classes, etc.)

There will be seven meetings of two hours each.

VI. Mission Focus ~ Area B courses should particularly reflect the mission of Georgia College and contribute to a distinctive liberal arts core. (Mission and Vision statements are available on our guidelines page on D2L and on the rubric for this proposal)

1. How will your section align with GC's liberal arts mission and values as a distinctive core experience?

Language study is fundamental to the liberal arts. Indeed, language is part of what makes humans unique. While a number of animal species share some of the characteristics that Hockett identifies for human language, as far as we know there is no other species that possesses anything quite like human language. Unfortunately, most of us understand language in a rather myopic way. I often hear people in our community lament the "bad" language that students and others use. The media inundate us with people complaining about non-native English speakers' accents. As a linguist informed by descriptive approaches to understanding language, I think that we all need to re-examine our beliefs about language. This course attempts to help students to do just that, on a global scale. This sort of critical reflection is in line with GC's mission, which states in part that, "a liberal arts curriculum teaches you how to critically assess the world around you."

VII. Section Description Please provide a brief paragraph to serve as a section description (Note: students will see a list of these descriptions when choosing a GC2Y section)

In this course we will study English as a global phenomenon. We begin with a discussion of the historical roots of the language, followed by its spread around the world. We then move on to linguistic variation, and to national and

regional varieties of English (including pidgin and creole languages). Because of the changing nature of English's use around the world and its de facto status as the world's lingua franca, we will discuss issues of power, and of what it means to be a native speaker of English. We will also consider the consequences of the linguistic hegemony of English, i.e., how it affects the "smaller" languages of the world, their speakers, and cultures. We will conclude by considering the future of English as a global language.

VIII. List any other Relevant Information (that you wish the committee to know about your course):

Main Subject Area(s) to be covered: English (e.g. history, literature, religion, or philosophy, etc.)

Minimum SACS requirement to teach this section: _____ (e.g. 18 hours of graduate coursework in history)

IX. Submit a syllabus (at least a partial ~ 2 page syllabus) **Note:** this may be a tentative, shorter, planning syllabus or it may be longer. It should be in line with how the course will actually be taught. This syllabus should include at least: required readings & written work, grading criteria, course outcomes, tentative weekly calendar (e.g. Week 1, Read & Discuss Thoreau's *Walden*)

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Section to taught by (print name): Craig Callender (may list additional names of qualified faculty)

Signature of Submitting Faculty Member: Craig Callender Aug. 18, 2018
Faculty Member Date

Recommendations (First 2 Signatures Required Before Submitting to SoCC):

X Recommend Not Recommend
Alex Blazer 8/19/2018
Department Chair ** Date

X Recommend Not Recommend
Chavonda Mills 8/20/2018
College Dean Date

*Conditionally Recommended by GEC

* Recommend Not Recommend
Sandra Hanson 8/20/18
Chair, Sub-Committee on the Core Curriculum GEC Date

Acknowledged
Lyndau Muschell 9/24/18
Chair, Curriculum & Assessment Policy Committee UCC Date

Recommend Not Recommend

Provost Date

* A "Not Recommend" recommendation should include a brief explanation of the reviewer's reason(s) for the decision.

** By signing/recommending, the Department Chair certifies that this faculty member has SACS qualifications to teach this section

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VIII. List any other Relevant Information (that you wish the committee to know about your course):

Main Subject Area(s) to be covered: English (e.g. history, literature, religion, or philosophy, etc.)

Minimum SACS requirement to teach this section: 18 graduate hours in linguistics (e.g. 18 hours of graduate coursework in history)

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Department Chair ** Date

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Chavonda Mills 8/20/2018
College Dean Date

*Conditionally Recommended by GEC

Recommend Not Recommend

Sunita Manian 8/20/18
Chair, Sub-Committee on the Core Curriculum GEC Date

Acknowledged Temporary Recommendation

Lynndell Muschell 8/21/18
Chair, Curriculum & Assessment Policy Committee UCC Date

Recommend Not Recommend

Provost Date

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Main Subject Area(s) to be covered: English (e.g. history, literature, religion, or philosophy, etc.)

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