

University of Florida at Gainesville  
Linguistics Program  
4131 Turlington Hall

## Lin3677 World Englishes Spring 2021: MWF 4th (10:40-11:30am)

**Professor:** Caroline Wiltshire

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E-learning: <http://elearning.ufl.edu>

**Meetings:** The class has two sections, one face-to-face (F2F -Section 3004/Class25690) in Flint 101 Mondays & Wednesdays on on-line on Fridays, and one completely online MWF (Section 3016/Class26343). To be clear: Friday classes are on-line only.

### On-line details

**Class meetings on Zoom.** The zooms are scheduled for Monday, Wednesday, and Friday 10:35-11:45am so you can arrive early/leave late. To join the meeting, use the link on the Canvas site; contact me if you are not registered but want to attend a class.

**Student/Office Hours:** Tuesdays 2:30-3:30pm, Thursdays 4-5 pm via Zoom, use the link: <https://ufl.zoom.us/j/96314722728?pwd=dEQvZzkxeXFyU2FQb1BIUFJPL3QzQT09>  
or Meeting ID: 963 1472 2728 and Password: 562875  
I'm also available by appointment at other times.

To ask questions or make an appointment: please email me directly at [wiltshir@ufl.edu](mailto:wiltshir@ufl.edu) anytime

**Course materials** on Canvas: <http://elearning.ufl.edu> log in and find Lin3201

**Technical Issues?** contact the [UF Computing Help Desk: helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or call (352) 392-4357.

**Overview:** There are more than one billion speakers of English world-wide. English is sometimes described as a killer language, overpowering minority languages, but it has also been adopted and adapted to accommodate the needs and goals of local communities, resulting in varieties that have their own form, function and status, distinct from the "standard" English of Great Britain or the US. These varieties are called World Englishes.

In this course, we will examine some of these varieties, including their characteristics at various linguistic levels (sounds, morphemes, syntax, semantics), their use and status in different countries, and issues of ESL teaching and testing. We will compare and contrast models categorizing Englishes and investigate the history and spread of English, the role of language contact and second language acquisition, the formal characteristics of Englishes around the world, and questions about language teaching, planning and policy. Teams of students will be responsible for leading class discussions based on the readings, and each student will develop a research project, focusing on some aspect of English structure or use in some variety.

**Prerequisite:** Lin 3010 (Introduction to Linguistics) or permission of instructor

**Objectives:** On completion of this course, students should be able to:

- ♦ describe the origin of the presence of English in different countries, the history and method of its introduction (trade, colonialism, education, etc.), the language systems in place in those countries before and after the introduction of English
- ♦ understand differences among Englishes, both in structure and in use, and be conscious of and sensitive to formal and functional differences of language varieties
- ♦ investigate how English has been influenced by local languages in the past and present, by learning about sociolinguistic patterns within other countries, sociopolitical interactions between different countries, and interactions among different cultures and languages.
- ♦ analyze interactions between local languages and English, and the sociocultural issues that arise with the introduction of a new language into an established “language ecology”. Analyzing the domains of use (political, scientific, business) and attitudes towards English (a threat? a tool? high prestige? rejection of local values?)
- ♦ be able to more effectively communicate effectively with members of other cultures/speakers of different Englishes
- ♦ begin to formulate answers to questions such as: what is English? what are “Englishes”? what does it mean to be a ‘native’ speaker? what should teachers of “English” know & teach?

## Readings:

**Textbook:** Melchers, Shaw, & Sundkvist (MSS). 2011. *World Englishes*. 2<sup>nd</sup> edition. Routledge

**Articles** (Available on canvas: Files/Readings):

Schneider, Edgar. 2003. The Dynamics of New Englishes: From Identity construction to dialect birth. *Language* 79: 2, pp. 233-281.

Kirkpatrick, Andy. 2007. *World Englishes: implications for international communication and English language teaching*. Cambridge. pp. 184-197.

Van Rooy, Bertus. 2011. “A principled distinction between error and conventionalized innovation in African Englishes”, in *Exploring Second-Language Varieties of English and Learner Englishes*, Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 189-207

Jenkins, Jennifer. 2002. “A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language”, *Applied Linguistics* 23.1: 83-103

**Additional Readings:** You will do additional readings of articles for your presentations, annotated bibliography, and research project.

## Assessments

	% of course grade	points
Attendance/Participation	5	50
Class discussion leading/presentations (twice)	20	200
Tests: 2 (15% each)	30	300
Annotated bibliography	14	140
Research topic proposal	1	10
Research presentations (10 minutes)	10	100
Research project	20	200

**Grading:** 920-1000 = A      890-919 = A-      860-889 = B+      820-859 = B  
 790-819 = B-      760-789 = C+      720-759 = C      690-719 = C-  
 660-689 = D+      620-659 = D      580-619 = D-      589 or below = E

UF’s policy of GPA points for grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## Details of Assessments

(see Canvas for more information)

**Attendance/Participation (5%):** You are expected to prepare for class by doing the readings on the syllabus, attend regularly, and participate in class discussions & activities. Your participation grade is based on regular class attendance/participation in discussions, and although I do not formally take attendance during most of the semester, I will during the final weeks of research presentations.

**Tests (15% each):** Two tests, on 2/22 and 4/7. Review sheets will be posted on Canvas approximately one week ahead of time, and class days (2/19, 4/5) have been set aside for review.

**Annotated bibliography (14%):** Read six articles from linguistics journals or edited books, and for each, write a one page annotated bibliography. You must include at least 2 articles from the journal *World Englishes*. If you find an article and are unsure whether it is acceptable, please ask me.

**Class discussion leading/presentations (twice, 10% each):** In teams of 2 or 3, you will lead the class in a discussion of an assigned chapter/section from our reading. Your group will be responsible for planning a 25-30 minute presentation/discussion and bringing to class any additional material that would be helpful in stimulating class participation.

**Research project & presentations (31%):** During the semester you will carry out a small research project based on some interesting aspect of English in the outer or expanding circles (where English is a 2<sup>nd</sup> or foreign language), including interviewing three people. Consider countries and phenomena in which you have some interest already (e.g. English in Italian commercials or African hiphop, tense/aspect in Indian English, etc.). Ideally decide on your topic and read for your annotated bibliography based on your topic. Three deadlines: project topics (March 10<sup>th</sup>, 1%); presentation during last 2 weeks of class (April 9-21, 10%); final paper (April 21<sup>st</sup>, 20%)

## Course Policies

**Attendance:** If you miss a class, be sure to review the recorded zoom meetings, powerpoint handouts and other material posted on-line for that class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you are sick and expect to miss deadlines, please do contact me as soon as possible. If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus \(Links to an external site.\)](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms \(Links to an external site.\)](#).

**Privacy:** Our class sessions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Policy on working together:** You are expected to work together on your team presentations, but no collaboration of any kind is allowed on any test or writing (i.e., the annotated bibliography and research project). Remember you are bound by the UF honor pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

*“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

**Late Policy:** No late assignments or tests unless you receive permission. Let me know as soon as you realize you will be unable to meet a deadline. Assignments are due at the beginning of class on the date they are due, and you may always turn them in early.

**Cell Phone Policy:** Cell phones should be switched to silent or vibrate before class. If you attend F2F and need to leave it on for a specific class (because of a family medical emergency, for example) please notify me before class and sit near the door.

**COVID & Mask Policy:** Students who come to the F2F section must have “cleared” status in One.UF. All students must wear masks in the classroom at all times, or they will be asked to leave.

**Accommodations for students with disabilities:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

**Health and Wellness:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a U Matter We Care team member can reach out to the student in distress. If you would like online training in recognizing signs of psychological distress and helping your peers, check out the online training for students at: <https://counseling.ufl.edu/resources/kognito/>

**Course Evaluation Process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in such a manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Note:** Deadlines for tests, annotated bibliography, and research projects will not change. Other elements may change; if so, I will post & announce changes well in advance.

**Schedule & Course Details**

Spring 2021

Wiltshire Lin4930

Week/Dates	Assignment		Topic(s)
	Reading	Assessments	
1 1/11 M 1/13 W 1/15 F	Syllabus MSS Chs 1-2 (p. 1-10) MSS Ch 3 (pp. 11-28)		Introductions, Overview Roots and spread of English Variation in English (Form)
2 1/18 M 1/20 W 1/22 F	<b>No class</b> (review MSS pp. 11-28) MSS Ch 3 (pp. 28-39)		<b>MLK, Jr. Day</b> Variation in Form, cont. Variation in English (other)
3 1/25 M 1/27 W 1/29 F	MSS: Ch 4-4.2 (pp. 40-55) MSS: Ch 4.3-4.4 (pp. 55-72)	Disc. Leaders	Models/Issues/Questions Inner Circle: British Eng, Wales Inner Circle: Scots, Irish
4 2/1 M 2/3 W 2/5 F	MSS: Ch 4.5 (pp. 72-84) MSS: Ch 4.6 (pp. 84-92) MSS: Ch 4.7-8 (pp 92-106)	Disc. Leaders Disc. Leaders Disc. Leaders	Inner circle: US Inner circle: Canada Inner circle: Australia & NZ
5 2/8 M 2/10 W 2/12 F	MSS: Ch 4.9-10 (pp. 107-112) MSS: Ch 4.11 (pp. 112-118) MSS: Ch. 4.12 (pp. 118-124)	Disc. Leaders Disc. Leaders Disc. Leaders	Inner circle: S, Africa & Liberia Inner circle: The Caribbean Inner circle: Lesser Known
6 2/15 M 2/17 W 2/19 F	Schneider 2003 (pp. 233-256, and 266-273)		Issues/Questions/ Comparisons Models of World Englishes Summary & Review
7 2/22 M 2/24 W 2/26 F	MSS: 5.1-5.2 (pp. 124-133)	<b>Test 1</b>	Outer Circle Overview Research projects & resources
8 3/1 M 3/3 W 3/5 F	MSS: 5.3 (pp. 134-141) MSS: 5.4 (pp. 142-156) MSS: 5.5 (pp. 157-170)	Disc. Leaders Disc. Leaders Disc. Leaders	Outer Circle: South Asia Outer Circle: Africa Outer Circle: South East Asia
9 3/8 M 3/10 W 3/12 F	MSS: 5.6 (pp. 171-175) MSS: 6.1-6.2 (pp. 176-185) MSS: 6.3 (pp 185-191)	<b>Res. topics due</b>	Outer Circle: "others" Expanding Circle Lingua Franca
10 3/15 M 3/17 W 3/19 F	MSS: 6.4 (pp. 192-199)  Schneider 2003: pp. 256-260	Disc. Leaders  Disc. Leaders	EC: China, Vietnam, Russia... ASEAN & EU Topic: Fiji & Hong Kong (again)
11 3/22 M 3/24 W 3/26 F	<b>No class</b> Van Rooy 2011: pp. 189-207	<b>Ann. bib due</b> Disc. Leaders	Topic: SLA, Contact Your research project Topic: Innovation vs. error
12 3/29 M 3/31 W 4/2 F	Jenkins 2002: pp. 83-103 Kirkpatrick 2007: pp. 184-197 MSS: end of 6, 7 (pp. 199-211)	Disc. Leaders	Topic: EIL Pronunciation (teach) Topic: Implications for teaching Attitudes, ideologies, & future
13 4/5 M 4/7 W 4/9 F	Research presentations	<b>Test 2</b>	Review  Your topics
14 4/12-16	Research presentations		Your topics
15 4/19 M 4/21 W	Research presentations Research pres (if needed)	<b>Res. report due</b>	Your topics Research/Summary