

**Department of Languages, Literatures & Cultures**

**Black Englishes (ROOM: AND 0013)**

**Fall 2018**

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**Description**

Unlike Danish which is the language spoken by the Danes or Japanese which is the language the Japanese, English is not just a language of the English, even if that is where it originates. Today, the language has spread across the globe and has been appropriated by regions such that we can talk of Australian English, Nigerian English, etc. While most of the varieties of English can be understood for the most part by every English speaker, there are restructured varieties such as Sranan spoken in Surinam that are more difficult to follow. In fact, these have developed into different languages.

**Objectives**

The aim of this course is to present students with varieties of Englishes spoken by Blacks in Africa, the Caribbean, and the United States. Students will learn about the structure of these varieties as well as the social histories which underpin them. They will be made to appreciate difficulties in using terms like dialect versus language to describe these varieties. Further, they will watch movies and interact with native speakers of these varieties with a view to identifying features that set them apart. Students will also be introduced to such concepts like “pidgins” and “creoles”. Students will also learn to distinguish between “broken English” and Pidgin or Creole English.

**Course Material**

Articles and book chapters have been put in the UF Automating Reserves (ARES) and can be accessed through the Course Reserves in Canvas. Next the link to some articles have been provided in the syllabus, and a few articles uploaded in Canvas. Finally, class notes are also a crucial component of the course material.

## Requirements

Final grading is based on a mini dialect-project which will be conducted during the labor day weekend and presented in week 3. Students will also watch movies or sketch comedies from three countries in Africa and interact with speakers from these places. They will then be expected to identify 5 distinct features in the language used in the film/sketch and 10 in the speech of each of the speakers. Students are further required (in groups to be determined) to prepare and give a 15-minute presentation. Fellow students will grade each presentation (5 points) and will, in turn, receive 5 points for appropriately grading ALL presentations (see below for more information on group project). There is also a final exam. The breakdown is as follows:

Dialect project	5 %
Identifying features of African varieties of English	30
Professor grading of group project	15
Student grading of group project presentation	5
Points for grading classroom presentation	5%
Final exams	40%

### Week 1 (August 22 – 24). Introduction

- Wed.** 'The Spread of English.' In *World Englishes*, Pp 6 – 9
- Fri.** 'The reality of dialects.' In *Dialects and American English*. Pp 1-20

### Week 2 (August 27 – 31). Variation & Non-native Englishes

- Mon.** Variation in English. In *World Englishes* Pp 10-41
- Wed.** 'Language forms.' In *English in Africa, an introduction* by Josef Schmieid. Pp 46-98
- Fri.** Non-native Englishes on Trial'. By Ayo Bamgbose. In *English in Ghana*. Pp 9-22

### Week 3 (September 3 – 7). Dialect Project

- Mon.** Labor Day
- Wed.** Report on Dialect Project
- Fri.** Report on Dialect Project

#### **Week 4 (September 10 – 14). English in Ghana**

- Mon.** Report on Dialect Project
- Wed.** English in Ghana: Growth, Tensions, and Trends. By Gordon Adika. In *IJLTIC 2012 (1)*, 151-166 (<http://ejournals.epublishing.ekt.gr/index.php/latic/article/view/2723/2497>)
- Fri.** Conversation with a Ghanaian

#### **Week 5 (September 17- 21). English in Nigeria**

- Mon.** 'English in the Nigerian Environment,' by Ayo Bamgbose in *New Englishes: A West African Perspective* Pp 9 – 26
- Wed.** Nigerian Movie
- Fri.** Conversation with a Nigerian

#### **Week 6. (September 24 – 29). English in East Africa**

- Mon.** 'East African Englishes' by Josef Schmieid. In *The handbook of world Englishes*. Pp 188-202
- Wed.** **Sketch Comedy** & Conversation with an East African
- Fri.** Conversation with a Tanzanian

#### **Week 7. (October 1 – 5). Pidgins and Creoles**

- Mon.** 'Pidgins and creoles: Introduction.' In *Modern Englishes*. pp 1-34
- Wed.** 'The structure of Ghanaian Pidgin English.' In *Ghanaian Pidgin English*, by J. Amoako Pp37 - 76
- Fri.** Sweet Mother ([https://www.youtube.com/watch?v=mkp3WnUu\\_WQ](https://www.youtube.com/watch?v=mkp3WnUu_WQ))

#### **Week 8. (October 8 – 12) Suriname Creoles**

- Mon.** Re-examining Caribbean English Creole Continua. By Donald Winford. In *World Englishes*, Vol 16 (2), pp 233-279
- Wed.** 'Jamaican grammar'. In *Jamaican talk* by Frederic G. Cassidy Pp 49 - 73
- Fri.** Love Knows (Jamaican Movie)

### **Week 9. October 15 – 19 Surinamese Creole**

- Mon.** 'The context of creole formation in Surinam.' In *Creole formation as language contact*. Pp 27-35
- Wed.** Language and survival: will Sranan Tongo, Suriname' lingua franca, become the official language? In *Caribbean Quarterly: A Journal of Caribbean Culture*, Volume 28, 1982. Issue 4
- Fri.** African influence on Sranan (class notes)

### **Week 10. October 22 – 26. Gullah**

- Mon.** 'Gullah and the Caribbean connection,' by Frederic G. Cassidy. In *The crucible of Carolina: essays in the development of Gullah language and culture*. Pp 16-22
- Wed.** Equivocal structures in some Gullah complex sentences. By Salikoko Mufwene. (<http://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/2819/CRLC00249.pdf?sequence=1>)
- Fri.** **Movie:** Family across the sea. Columbia, SC: South Carolina ETV, c1990; San Francisco, CA: California Newsreel [distributor]

### **Week 11. (October 29 – November 2). African American English**

- Mon.** 'African American English' by Lisa Green. In *Language in the USA*. Pp 76-91
- Wed.** 'Black American English.' By Arthur Spears. In *Anthropology for the nineties*. Pp 96-113
- Fri.** Homecoming

### **Week 12. (November 5 – 9). African American English & "Ebonics"**

- Mon.** 'Lexicons and meaning', by Lisa Green. In *African American English* pp12-33
- Wed.** The original Oakland Resolution on Ebonics (<https://linguistlist.org/topics/ebonics/ebonics-res1.html>)  
The Ebonics controversy. By Robert L. Williams. In *Journal of Black Psychology*, 1997
- Fri.** What No Bedtime Story Means: Narrative Skills at Home and School. By Shirley Brice Heath. In *Language in Society*, Vol. 11, No. 1 (Apr., 1982), pp. 49-76

### **Week 13 (November 12 – 16). African American English**

**Mon.** Holiday (Veteran's Day)

**Wed.** 'The relationship between African American and White Vernaculars in the American South.' By Guy Bailey. In *Sociocultural and historical contexts of African American English*. Pp 53-92

**Fri.** Phonetic Transcription of African American Vernacular English. By Karen Pollock. In *Communication Disorders Quarterly* 23:1, 47-53

### **Week 14 (November 19 – 23) Preparations for Group Presentation**

**Mon.** Work on Group Presentation

**Wed.** Thanksgiving

**Fri.** Thanksgiving

### **Week 15 (November 26 – 30). Group Presentation**

**Mon.** Group Presentation

**Wed.** Group Presentation

**Fri.** Group Presentation

### **Week 16. (December 3 – 5). Group Presentations & Exam**

**Mon.** Group Presentation

**Wed.** Exams

### **Final Exams (40 pts)**

There will be ONLY ONE written examination on **Wednesday December 14, 12:50 am – 1:40 pm**. This will involve questions requiring short answers and will cover almost all the topics covered in class.

### **Dialect project (5 points)**

Students are expected to ask ONE person who is NOT familiar with the technical definition of dialect the following questions:

- What is a dialect?
- Do you speak a dialect?
- Name 3 dialects in the United States and their distinctive properties.
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Note that students are not expected to ask leading questions. They should limit the questions to the two given above and determine whether the responses fall into any of the myths we discuss in class. The interviews should be recorded and played in class (Each student has 5 minutes MAX to do the presentation). The distribution of the points is as follows

Interview (as evidenced by recording)	2
Sticking to the 5 minute time allotted	1
Determining correctly whether a response falls into the category of a myth	2

#### **Identifying features of African varieties of English (30 pts)**

Students will also watch movies or sketch comedies from three countries in Africa and interact with speakers from these places. They will then be expected to identify 5 distinct features in the language used in the film/sketch and 10 in the speech of each of the speakers. They will be awarded up to 10 points for identifying the appropriate features in each of the languages.

#### **Professor Grade for Group Project (15 points)**

Students will work on a 15 minute presentation which they will present in class. The presentation will be on one Black English variety which they themselves will choose and it should contain material that has not been presented by your professor. The subject matter should touch on at least one of the following:

- Is the variety a creole and, if so, what makes it a creole?
- Is the variety a pidgin and, if so, what makes it pidgin?
- Is the variety a dialect of Standard English or a different language?
- Would you characterize the variety as broken English and why?

Each presentation should reference THREE PUBLICATIONS that are not in the syllabus. These should be provided at the end of the presentation (be it a Word document or Powerpoint presentation). The presentation should be submitted at the course site in Canvas using Turnitin so that it is checked for plagiarism.

The professor will grade the presentations for content (10), clarity (3), and references cited in the work (2).

#### **Student Grade for Group Project (15 points)**

Students are expected to send an email to the professor after each presentation in which they award **3 points** for content and **2 points** for clarity (this excludes students' own presentation).

#### **Student Evaluation of project presentation (5 pts)**

Students receive a TOTAL of 5 points for evaluating ALL the project presentations as explained above. They need to give proper explanations for why they award the points. Simply stating that a presentation is clear will not suffice for a point. Points for each presentation will depend on the number of group presentations.

#### **Grading Scale**

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

**Grading Policy**

Information on current UF grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Students with disabilities**

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

**Honor/Conduct Code**

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.