

## Course Syllabus

English 697-01W/CRW May-Mini 2014

English as a Global language

Robert J. Baumgardner

Office: Hall of Languages, Room 116

Office Phone: (903) 886-5254

Office Hours: M-F, 3p-4p, Online

Email: [Robert.Baumgardner@tamuc.edu](mailto:Robert.Baumgardner@tamuc.edu)

**Instructor Information** Robert J. Baumgardner earned a Ph.D. in Linguistics from the University of Southern California in 1982. In the same year he was granted a Certificate in the Teaching of English to Speakers of Other Languages. His principal research interest is World Englishes. He has done work in this area in Iran, Pakistan and Mexico. His CV is posted on the Department of Literature and Languages website.

---

**Course Description** The spread of English around the world has been and continues to be both rapid and unpredictable. *English as a Global Language* (English 697.01W) deals with this inescapable result of colonization and globalization from a social and linguistic perspective. The main focus of the course is on the second-language varieties of English that have developed in mainly the former British colonies of Africa, the Caribbean, South and South-East Asia. The course provides a historical overview of the common circumstances that gave rise to these varieties, and a detailed account of their recurrent similarities in structure, patterns of usage, vocabulary and accents. With English now serving as a world-wide *lingua franca*, this course provides an in-depth look at the growth and evolution of the language around the globe. In addition, *English as a Global Language* addresses the downside of the growth of world-wide English by looking at case studies of countries where English, according to some, has had not a positive, but a negative effect on local economies, culture and language.

---

**Course Requirements**

Day 1	May 12	Reading (C)	Chapter 1	<i>Discussion, Assignment</i>
Day 2	May 13	Reading (C)	Chapter 2	
Day 3	May 14	Reading (C)	Chapter 3	<i>Journal</i>
Day 4	May 15	Reading (C)	Chapter 4	<i>Discussion, Assignment</i>

Day 5 May 16 Reading (C) Chapter 5 (pp.123-158)

Day 6 May 17 Reading (C) Chapter 5 (pp. 159-191) **Journal**

Sunday May 18

Day 7 May 19 Reading (S) Preface + Chapter 1 **Quiz**

Day 8 May 20 Reading (S) Chapter 2 **Discussion, Assignment**

Day 9 May 21 Reading (S) Chapter 3

Day 10 May 22 Reading (S) Chapter 4 **Journal**

Day 11 May 23 Reading (S) Chapter 5 **Assignment**

Day 12 May 24 Reading (S) Chapter 6 (pp. 100-115) **Discussion**

Sunday May 25

Day 13 May 26 Reading (S) Chapter 6 (pp. 116-130)

Day 14 May 27 Reading (S) Chapter 7 **Journal**

Day 15 May 28 Last day of class **Quiz**

No new work will be given on Sundays, but work may be due on Sundays.

---

**Student  
Learning  
Outcomes**

A student who completes English 697-01W will:

- (1) know the variety of Englishes that exist around the world
  - (2) understand the origin of these world varieties of English
  - (3) appreciate the diversity of the English language worldwide
-

**Assignments** You will have four assignments during the course. Please place your assignments (in Word document format) in the Dropbox specified for Assignments one through four. Late assignments will not be graded and will receive a grade of zero.

---

**Discussions** In conducting a Discussion, please keep in mind the *Discussion parameters*:

Please submit no more than two postings. The first one should be a question about, a reaction to or a personal example of something in the Discussion prompt or the Chapter Overview. This should be about 300 to 400 words in length (minimum 300, maximum 400). The second posting should be your reaction to another classmate's posting. This second posting should be about 100 words minimum and 200 words maximum. Putting what we want to say in briefer form is actually much harder than writing with no length limit. Discussions will run from Wednesday to Sunday midnight on weeks they are assigned.

There are a number of reasons why I am asking that you follow these instructions. **One**, as I stated above, is that it's more of a challenge in writing to put what we want to say in condensed form than it is to write without limits. We all need to learn how to write in this manner because it's the way writing often takes place in the "real" world. **Two**, if there are no limits, then there is too much material being posted and it is impossible for us to have a true discussion, i.e. reacting to what someone else has posted. **Three**, I also want to take part in the discussions, but if there are too many ideas, questions, queries, it's impossible to keep up. I jump in selectively because I want you too to react to your classmates' questions, and we generate plenty of questions by keeping within the limits. And **Four**, these parameters keep in check those of us who tend to be too loquacious.

If you do not follow the above instructions, points will be deduced from your Discussion mark for the week. Happy Talking!! rjb

You will have four Discussions during the course. To access the Discussion, click on Discussion in the Content Items for the day the Discussion begins and you will find the Discussion topic. Discussions last four to five days. For each Discussion you should make ***two postings only*** (see Guidelines). The first posting should be your personal reaction to the Discussion topic; that posting should be substantial in length (between 3 & 4 hundred words). Your second posting should be your reaction to what another student has posted. That posting should be about one hundred to two hundred words in length.

Please try to maintain suggested posting lengths. Nobody wants to have to read a three or

four hundred word posting. Remember, *Brevity is the Soul of Wit*.

The Discussion beginning dates can be found in the Day Content entries. No late Discussion postings will be accepted/graded.

---

### Journals

You will be asked to submit 4 journal entries during this course. Each of these journal entries (also called reading or journal reports) should be about 150 -200 words in length and should be done using the JOURNAL tool at the top of your screen. Click on JOURNAL and then follow the prompts to submit a journal entry. Please make sure you make the entry available to the professor. Start your entries as Journal Entry #1, Journal Entry #2, Journal Entry #3, etc.

The three main steps in doing journal entries are first to focus attention on one main point of the assigned reading, then to select one particularly important idea for special personal consideration, and finally to formulate a very brief evaluative comment. In your reports you should not summarize the reading or in some other way "cover" everything in the assigned chapter.

Please organize your Journal reports using these numbered headings: (1) *Paraphrase*: In this section you should paraphrase or quote **one sentence** that expresses a central theme of the reading and explain its significance to your ideas about World Englishes. (2) *Significant Passage*: In this section you should cite **a very short passage** that is particularly significant to you personally and briefly explain why it is important (please cite page number). (3) *Evaluation*: Finally, in this section you should make a short (two or three sentence) personal evaluative reaction to the assigned reading. Your Journal reports will earn credit on a five-point scale depending on how well you develop each of these three components.

No late Journals will be accepted.

---

### Quizzes

There will be two quizzes in the course, the first on Day 7 and the second on Day 15. Quizzes will be discrete-point (T/F and Multiple-Choice) or essay format.

---

### Term Paper

There are three journals devoted primarily to the study of English as a Global Language -- *World Englishes*, *English World-Wide* and *English Today*. Papers on WE-related topics also

appear in other journals, e.g. *TESOL Quarterly*, *Applied Linguistics*, *ESL Journal*, etc. However, your term paperette is to read and report on one article that appeared in *World Englishes* between the years 2008 and 2012. You may choose the one article, but please make sure it was published in *World Englishes* between 2008 and 2012. (I have copies of those issues.)

Gee Library does not subscribe to *World Englishes*, so you will need to obtain a copy of your article from an area library that does or from online.

Your paper should be about 750 words in length. It should begin with a full reference to the article you are reporting on. Following should be four parts: (1) a summary of the main premise of the article (2) any methodology involved in gathering the data for the article (3) the conclusion/main argument of the article (4) your evaluation of the success or failure of the article's premise.

You may use any style sheet you wish; just be consistent. Your paper should be put in the dropbox provided for the Term Paper; the paper is due Day 13 by midnight, May 26, 2014. For each day of lateness five points will be subtracted.

---

**Lateness Policy**

No late journal, discussion or assignment will be accepted. No exceptions. Work should be submitted by midnight (Central time) on the due date specified in the syllabus.

---

**Textbooks**

Crystal, David (2003) *English as a Global Language* (2nd ed.). Cambridge Univ. Press. (C)

Saraceni, Mario (2010) *The Relocation of English*. Palgrave Mcmillan. (S)

---

**Grading Criteria**

**Grading Criteria**

Your final grades will be based on the following components:

20	Journal Reading Reports
20	Term Paper

20	Discussions
20	Quizzes
20	Assignments

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 59

---

**Virtual Office** Please ask questions pertaining to the class and class work in the Virtual Office. I check it often. Please use e-mail for questions of a more personal nature (including questions about grades). For discussions and questions among classmates, please use the Student Lounge.

---

**Plagiarism and Academic Dishonesty** Plagiarism is the presentation of the words or ideas of another person as your own. This will result in failure for the work plagiarized and possibly a failure in the course. Be sure to give credit in your papers for all borrowed language and ideas. I will assume that you are able to distinguish scholastic use of sources and cooperative work with your classmates from plagiarism and other forms of academic dishonesty. If you have any questions, however, please speak to me. No level of dishonesty is acceptable. (For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.)

Department of Literature and Languages

Texas A&M University-Commerce

Policy #12

April 28, 2003

## ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”):

Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The WPA [Council of Writing Program Administrators] Statement on Best Practices,” undated, pages 1-2, 12 March 2003.

<<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>>):

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be

submitted by a person to satisfy an academic requirement of the person.”

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”).

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a[2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

*Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.*

*Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])*

6. This Policy supersedes Department of Literature and Languages Policy #12, “Plagiarism,” dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Gerald Duchovnay, Head, Department of Literature and Languages

April 28, 2003

---

## Courtesy

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guidebook*, Policies and Procedures, Code of Student Conduct)

I expect that students will exhibit courtesy toward others in this on-line class. Courtesy means not engaging in on-line rudeness or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors such as paying careful attention to others, accepting that various points of views can be valid, and treating others as you wish to be treated.

---

## Teacher Certification

### Teacher Certification

**Teacher Certification.** If you are seeking teacher certification in English, Spanish or ESL, you must pass the TExES, the state's certification examination. The TExES Preparation guides describing the English (#117, #131) and the ESL (#154) exams may be downloaded at

<http://www.texas.com>

Dates for the exam as well as university registration deadlines are available at the A&M-Commerce Educator Certification website:

<http://excet.tamuc.edu/registration.htm>. Additional information regarding teacher certification in English, ESL, and Spanish is available in the main office of the Department of Literature and Languages, at

<http://faculty.tamuc.edu>

or from the following faculty advisors: Dr. Donna Dunbar-Odom (Ph.D. English Adviser), HL 224, Telephone 903-886-5264 [Donna.Dunbar-Odom@tamuc.edu](mailto:Donna.Dunbar-Odom@tamuc.edu); Dr. Hunter Hayes (M.A. graduate English Adviser), HL 141, Telephone 903-468-8625 [Hunter.Hayes@tamuc.edu](mailto:Hunter.Hayes@tamuc.edu); Dr. Robert J. Baumgardner (ESL Adviser), HL 116, Telephone 903-886-5254, [Robert.Baumgardner@tamuc.edu](mailto:Robert.Baumgardner@tamuc.edu); Dr. Inma Lyons (Spanish Adviser), HL 221, 903-886-8774, [Inma.Lyons@tamuc.edu](mailto:Inma.Lyons@tamuc.edu)

Links to all the above information may also be accessed at:

<http://faculty.tamuc.edu/>

(see also *Major Policies* below).

---

### ***MAJOR POLICIES English as a Second Language (ESL)***

The ESL TExES differs from all other TExES exams in the Department of Literature and Languages. ESL is not a stand-alone certification; rather, it is an endorsement or add-on certification. Students may be working on an ESL endorsement as undergraduates, as graduate students, or under an emergency permit. However, because ESL is NOT a certificate, no distinctions between these groups of students is necessary.

Additionally, because of the nature of the ESL TExES, students may be approved to take the ESL along with another TExES test. This exemption applies ONLY to the ESL TExES.

The ESL Advisor is Dr. Robert Baumgardner. Contact information for Dr. Baumgardner:

Office: HL 116

Telephone: 903-886-5254

Email: [Robert.Baumgardner@tamuc.edu](mailto:Robert.Baumgardner@tamuc.edu)

Students must meet with the ESL Advisor for evaluation and review of courses. Because so few students take the ESL TExES in any given year, regularly scheduled workshops are not available.

### **Course Requirements**

Undergraduate students are expected to take the undergraduate courses. Students enrolled in the Graduate ESL Endorsement program are expected to take the graduate courses. Emergency permit students may choose whichever courses(s) best fit their schedules.

Undergraduate Graduate

English 301 or 331 English 501 or 555

English 358 English 558

English 457 English 557

English 462 English 562

"At Risk" Criteria

Students must earn a "B" grade or above in three of the four required courses. Students who have earned more than one "C" grade are considered to be at risk and may have to re-take a course or courses.

ESL practice test manuals are available from the Literature and Languages Main Office, HL 141. The manual is also available in electronic format at:

<http://www.tea.state.tx.us/teks>

---

**Americans  
with  
Disabilities  
Act (ADA)**

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other

things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

---