

Syllabus

COURSE SYLLABUS

Instructor Information Information about my professional life and research interests can be found [at this website](#).

Student Orientation Tutorial (SOT) Under **My Courses/Special Courses** you will find the **NExT Student Orientation Tutorial**. If this is your first on-line course, **it is imperative that you take this tutorial**. It's an excellent introduction on how to navigate eCollege. It's also a good review if you feel rusty in eCollege operations.

Course Policies and Procedures This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. You will have a reading assignment from Holmes every week in addition to various combinations of discussions, open discussions, two quizzes, and two examinations. By mid-term you should begin reading your Extended reading book, ***English as a Global Language***. The Extended reading book will be covered on Quiz #2 and the Final Examination.

Course Description In this course you will attain an advanced understanding of the *sociocultural* nature of human language. Language may be studied at several structural or functional levels (such as phonology or syntax, for example). However, your attention in this course will be directed to the components of *society* and *culture* and to the relationships between these components and language variation within and across individuals.

You will also be encouraged in the class to examine carefully your beliefs about your own language and your attitudes toward the language varieties that you and others use. Doing so will help you better understand the change that language constantly undergoes in personal and social use. Examining your beliefs and attitudes will also help you become more aware of the variation in language use from one group to the next and from one individual to the next.

Catalogue Course Description

Hours: Three

A study of human social behavior and sociocultural interaction as they constrain language acquisition, use, and structure. Topics include sociolinguistics relativity, communicative competence, multilingualism, social and regional dialects, speech-act types, language styles, gender-related issues, and sociolinguistics field methodology. Prerequisite Eng 102.

Course Outline/Calendar Below please find each week's work. **Each week runs from Monday to the following Sunday. Assignments are due on Sunday at midnight.**

Week 1 January 19 - 25, 2015 Holmes Chapter 1 Open Discussion
Week 2 January 26 - February 1 Holmes Chapter 2 Open Discussion
Week 3 February 2 - 8 Holmes Chapter 3 *Discussion #1*
Week 4 February 9 - 15 Holmes Chapter 4 Open Discussion
Week 5 February 16 - 22 Holmes Chapter 5 Open Discussion **Quiz #1**
Week 6 February 23 - March 1 Holmes Chapter 6 Open Discussion
Week 7 March 2 - 8 Holmes Chapter 7 Open Discussion
Week 8 March 9 - 15 Holmes Chapter 8 Open Discussion
Week 9 March 16 - 22 Spring Break
Week 10 March 23 - 29 **Mid-Term Examination**
Week 11 March 30 - April 5 Holmes Chapter 9 *Discussion #2*
Week 12 April 6 - 12 Holmes Chapter 10 Open Discussion
Week 13 April 13 - 19 Holmes Chapter 11 Open Discussion **Quiz #2**
Week 14 April 20 - 26 Holmes Chapter 12 *Discussion #3*
Week 15 April 27 - May 3 Holmes Chapter 13 Open Discussion
Week 16 May 4 - 10 Review Week
Week 17 May 11 - 17 **Final Examination** Week

Student Learning Outcomes A student who completes **English 358** will:

1. become aware of the constant interplay between language and society in both English-speaking as well as in societies that speak other languages
 2. become aware of his/her attitudes to varieties of English and other languages
 3. learn the linguistic components of varieties of language (phonology, morphology, syntax, etc.)
 4. learn to respect all varieties of language
 5. learn to put this respect into play in the language-teaching classroom
-

Textbooks Holmes, Janet (2013) ***An Introduction to Sociolinguistics***. (4th ed.) Routledge. REQUIRED TEXT

Crystal, David (2012) **English as a Global Language** (2nd ed.) Cambridge University Press. REQUIRED TEXT

Extended Reading

The spread of the English language throughout the world is an unprecedented phenomenon in recorded history. No language has ever been used by so many people in so many places. What Zamenhof had hoped for in the creation of the artificial language Esperanto (a world-wide *lingua franca*) is now being realized by a natural language—English. While English may not be spoken as a mother-tongue in many countries of the world (Spanish is spoken in more countries than English), English enjoys the distinction of serving as an official language and being used as a second language in numerous domains in former English colonies. English is also the most studied foreign language world-wide. These three Circles of English—the Inner Circle (native-speaker English), the Outer Circle (English as a Second Language) and the Expanding Circle (English as a Foreign Language)—together secure the language's status as a global *lingua franca* (Kachru, 1985 & 1995). According to Crystal (1997:5), between 1.2 and 1.5 billion people know English; the language's nearest rival, Chinese, is spoken by 1.1 billion. This is the subject of the book **English as a Global Language (C)**.

I would suggest you begin reading **English as a Global Language (C)** at the latest by mid-term (after the mid-term examination in Week 9). Of course you can begin earlier, but the book should not be referred to in Discussions or questions until after Week 9. It's a second-part-of-the-semester activity (much like a term paper would be). It's a fascinating read, and it will open your eyes to the possible future of English world-wide. Enjoy!

Phonetic Transcription Key Appendix 1 is a key to the phonetic transcriptions used in Holmes. The transcription system used is IPA (International Phonetic Alphabet) and the variety used for examples is (for the most part) British English (note that the word *church* has no 'r' in it). Holmes herself is originally from northern England although she has taught in New Zealand for a number of years now.

Communication: Virtual Office and e-mail Please post questions about the course and materials in the **Virtual Office** under **Course Home** at the top of the navigation menu on the left so all students can benefit from your question and from answers by me and other students' answers. I check the **Virtual Office** once a week, so for urgent, as well as private, issues send me an **e-mail**. While I have access to it, I won't normally check the **Student Lounge**, which is intended for interactions among the students of this course.

If in doubt, **e-mail** is the best option to get in touch with me; if your question is of general relevance, I'll post the answer anonymously to the whole class.

Grading policy

First and foremost, I want to make it clear that this is not a correspondence course in which you work at your own pace to complete assignments and

examinations. This is a paced on-line course in which you will be expected to read and complete assigned work according to given deadlines. Therefore, at the beginning of each week, check all materials and assignments for that week, plan ahead, and ask any questions you might have. Don't log in for the first time in a given week on Sunday afternoon!

It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and assignments, so I expect work to be turned in on time. Work that is late will receive zero points. Make it a habit, however, not to wait until 11:59 to turn in an assignment because it takes a few minutes for eCollege to log in your assignment. You should turn in your work well ahead of the deadline.

If you have any questions about this policy, please contact me.

Here is a preliminary breakdown of the components of grades:

100	Mid-Term Examination
100	Final Examination
25	Journal (1)
75	Discussions (3)
20	Quizzes (2)
320	Total
A	288-320
B	256-287
C	224-255
D	192-223
F	191 & below

Discussion

Guidelines In conducting a Discussion, please keep in mind the following 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 other students' questions, and we generate plenty of questions by keeping within the limits.

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

Open Discussions Every other week we shall have an **Open Discussion**. This is a place for you to express opinions, ask questions, and make general comments about the readings. **Open Discussions** are not graded and it is not mandatory that you participate (unlike **Discussions** which are assignments and graded). **Discussion Guidelines** to not apply to **Open Discussions**, i.e., you may contribute as much as you desire (but see Netiquette).

Feel free in an **Open Discussion** to make your own contribution, to respond to another student's contribution, or to answer another student's question. Remember too that rules of Online Courtesy apply in both **Open Discussions** as well as **Discussions**.

Student Technical Support & Library Access Course Concerns:
If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns:

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Student Code of Conduct:

The A&M-Commerce Student [Guidebook](#) (page 55) details student rights and explains grievance procedures. The guidebook includes the Student Code of Conduct.

eCollege Technical Concerns:

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org . You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 OR 720-920-6656. The eCollege Helpdesk may also be reached through Chat by

clicking on the 'Help' link at that top of this page, and then clicking on the 'Contact Help Desk' link.

Accessing Library Databases & Tutorials:

To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamuc.edu/library> not from within eCollege.

Currently enrolled students wanting to access databases from abroad:

1. Install the VPN client software from: <https://vpn.tamuc.edu>.
2. Open the installed VPN application and enter personal login information as follows:

Login: student\<(your CWID) (Example: student\12345678)

Password: (enter your myLeo password)

Plagiarism, ADA Academic Honesty

Statement, Student Conduct The official departmental policy: "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])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism. Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident. See your Writing at Texas A&M University-Commerce Guide (a required text for this course) for more information.)

On University-Sanctioned Activities To accommodate students who participate in university-sanctioned activities, the First- Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

University Specific Procedures

Statement on behalf of 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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Late Work Policy No late work will be accepted. No exceptions. Work should be submitted by midnight, Central time, on the due date that is given in the week's assignment.

Examinations should also be submitted during the time frame specified for each. No exceptions. Failure to submit an examination on time will result in a zero grade.

Having said that, I do realize that unforeseen circumstances can occur in our lives, so if that is the case, please let me know as soon as possible, which in almost all cases means in advance, what is going on and adjustments can possibly be made in the Late Work Policy.

Drop Course Procedure A student may now drop a course by logging into their myLEO account. After logging into the myLEO account click on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. The student will then select the class they wish to drop along with the reason for dropping the class. Once the drop request is completed by the student it will then be routed to the instructor for approval.

Upon instructor approval the student drop request will be sent to the Office of the Registrar for processing. A student may access myLEO to view their drop and they should also receive an email notification to their myLEO email.
