Proposed Syllabus – Fall 2018

International English (210-001)
New course title: Global Englishes
Mon & Wed 12:30-1:45, CRT 124

Instructor: Laura L. Ambrose, CRT 583, lambrose@uwm.edu
Office Hours: TBD

Catalogue Description
Varieties of English spoken around the world; history and spread of English; use of English as a national, international, and global language.

This course is approved for the Humanities GER, L&S Humanities Breadth, and L&S International Requirements, and it is an elective in Global Studies. There are no prerequisites other than fluency in a variety of English.

Required Textbook and Readings
Introducing Global Englishes, Nicola Galloway and Heath Rose (Routledge, 2015)

Additional reading assignments will be posted online, so students will need access to D2L, the University’s web-based teaching and learning platform (http://d2l.uwm.edu/). Important handouts, study guides, and links to supplementary references, UWM policies, and library materials will also be posted on D2L.

Course Description
The humanistic disciplines are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

As the symbolic system all humans use to communicate and the most important factor that distinguishes humans from other animals, language is quintessentially human, and English-210 is positioned centrally within the humanities. Indeed, the study of English as an international language is not only important but also timely. English holds a unique position in history as the fastest and most widely expanding language. As it has made—and continues to make—its way around the globe, radical changes to local languages and cultures have occurred. At the same time, however, English itself has also been modified, adapted, and cultivated, sometimes in unfamiliar and unrecognizable ways. Many of the principal varieties of English in the world today will be studied in detail—those with long traditions of native speakers (England, Scotland, Ireland), those that emerged through British colonialism (U.S., Canada, Australia, New Zealand, South Africa, West Africa, and East Africa, West Indies), and those recently nativized (India, Singapore, Malaysia). In each case, the historical development and cultural implications of the introduction of English will be considered.

Course Requirements and Grading
At the conclusion of this course, students will have developed a greater appreciation for a number of distinct cultures and traditions, and they will have an increased sensitivity to language and its nuances. Assessments for grading purposes will include quizzes, exams, and written assignments. Final grades will be calculated as follows:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Exams (3 x 100pts)</td>
<td>50%</td>
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<tr>
<td>L2 Interview and Mini-project (2 x 100pts)</td>
<td>33%</td>
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<tr>
<td>Quizzes (approx.10 x 10pts)</td>
<td>17%</td>
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<tr>
<td>Attendance, preparation, and in-class participation. (See note below.)</td>
<td>Resolve borderline cases (within 1%)</td>
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Grading Scale:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% ↓

(plus and minus accordingly)
Full descriptions and requirements of the written assignments will be provided in separate handouts. The papers should demonstrate an understanding of the concepts covered in class as well as the ability to relate those ideas to the project topics. Late work will not be accepted unless verifiable extenuating circumstances apply.

Per University grade policy, no student will be allowed any extra credit beyond what is offered equally to the entire class. [See addenda on D2L.]

Attendance and Participation
Successful mastery of the course material requires consistent attendance and attention in class, as well as completing the assigned reading and written exercises. Students should come to class prepared in general and participate actively in discussions. Students are responsible for the material covered when they are absent. Attendance is mandatory for exams and quizzes.
Please notify your instructor at least 24 hours before scheduled absences and as soon as possible for absences resulting from unexpected, extenuating circumstances. Students who fail to attend class regularly forfeit the opportunity to earn credit for coursework or activities done during their absence.

All electronic devices—except those used for legitimate note taking—should be turned off immediately upon entering the classroom, especially on exam days. Repeated electronic disruptions will result in a penalty to your final grade.

Course workload
Per UWM guidelines, one semester credit represents a time commitment of at least 48 hours for the average student. Since this is a three-credit face-to-face course, it will require a minimum of 3x48 hours.
That amounts to a time investment of 144 hours in a 15-week semester or approximately 9-10 hours per week.

In a 15-week semester, students will spend a minimum of:

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, and other homework
- 31.5 hours preparing for and writing major papers and/or exams. [See addenda on D2L.]

Exam policy
No make-up exams will be given unless exceptional and verifiable extenuating circumstances apply as determined at the discretion of the instructor and within University policy. It is the student’s responsibility to contact the instructor as soon as possible to discuss the situation and potentially make special arrangements. Students who have already taken a zero on an exam forfeit the opportunity for any following make-up exams. Missed exams and failure to show for a scheduled make-up appointment are both grounds for an automatic score of zero.

Incomplete grades
The University policy for incompletes for undergraduates: “An incomplete may be given to a student who has carried a subject successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond that student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above. A course marked incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinterim. If the student does not remove the incomplete during this period, the report of ‘I’ will lapse to ‘F.’” [See addenda on D2L.]

Academic Misconduct
Plagiarism, cheating on exams or assignments, and other forms of academic misconduct will not be tolerated. The sanctions for committing academic misconduct range from a reprimand to a lowered or failing grade, suspension, or expulsion. All students are strongly advised to review the University’s Academic Misconduct policies. [See addenda on D2L.]

Weekly calendar and assignment schedule: TBD
Additional resources:


*The instructor and the University reserve the right to modify, amend, or change this syllabus (course requirements, grading policy, schedule, etc.) as the curriculum and/or program requires.*

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**Additional Policies and Information**

Corresponding links and documents are provided as addenda under “Content” on D2L.

Students are encouraged to review University policies regarding Accommodations for Students with Disabilities, Religious Observances, and Active Military Duty; Complaint Procedures; Grade Appeal Procedures; Discriminatory Conduct; Incompletes; Financial Obligation; and other matters.

Additional information can also be found in the UWM Student Handbook (http://uwm.edu/studenthandbook) and on the websites for the Dean of Students (http://uwm.edu/deanofstudents) and the Office of Student Life and Development, the Division of Academic Affairs (http://uwm.edu/deanofstudents/resources/student-life), and the Secretary of the University (http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf.)

Information about the English Department and its programs and events can be found on the website (http://www.uwm.edu/Dept/English) and posted outside the Department office in Curtin Hall.
Learning Outcomes
The learning outcomes listed below satisfy the GER credit in the humanities:

1. To identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge by utilizing the textbook and materials selected from other texts, online resources, and a variety of authentic, first-hand audio accounts. These materials will be used to study the processes and ramifications of language globalization (i.e. language change, loss, protection, policy, standardization, and teaching and learning second/foreign languages) and gain a greater understanding of the relationships between language, culture, and identity.

2. To respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation. This goal will be achieved as students learn to employ terminology and basic analytical tools commonly used to describe languages and linguistic situations and to articulate some of the issues and implications of the global expansion of English for both native and non-native speakers. Students will also be able to use basic linguistic tools to analyze, explore, and discuss language, and to identify linguistic features (i.e. sound systems, vocabulary, grammar) that distinguish several varieties of English from one another.

This course also addresses the following UW System Shared Learning Goal:

Individual, Social, and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

These learning outcomes will be assessed according to the rubric below. Exam-3 will be used to assess Humanities Criterion 1, and the “mini-project” (second paper) will be used to assess Humanities Criterion 2. This GER assessment does not necessarily correspond to course grades.

Rubric to Assess Humanities GER criteria and UW System Shared Learning Goal

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<thead>
<tr>
<th>Humanities Criteria (1)</th>
<th>Humanities Criteria (2)</th>
<th>UW Shared Learning Goal (5)</th>
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<tr>
<td>5</td>
<td>Work is highly successful in identifying the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work is highly successful in responding coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
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<td>4</td>
<td>Work largely demonstrates the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work largely demonstrates the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
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<td>3</td>
<td>Work demonstrates mixed success with respect to the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work demonstrates mixed success with respect to the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
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<td>2</td>
<td>Work attempts but largely does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work attempts but largely does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
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<tr>
<td>1</td>
<td>Work does not demonstrate the ability to identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.</td>
<td>Work does not demonstrate the ability to respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument, and/or interpretation.</td>
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