

SYLLABUS ENGLISH 358-01W LANGUAGE & SOCIETY FALL 2014

Robert J. Baumgardner

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Instructor Information Dr. 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 extensive fieldwork and research in Pakistan, Iran, Sri Lanka and Mexico. He is co-editor of a book on English for Specific Purposes (Macmillan 1988) and editor of a book on English in Pakistan (Oxford University Press 1993) and South Asia (University of Illinois Press 1996) as well as author of numerous articles on ESP and English in Pakistan and Mexico. His CV is posted on the Department of Literature and Languages website.

Guest Lecturers This semester we are again honored to have two Italian linguist guest lecturers, *Dr. Laura Di Ferrante* and *Dr. Sergio Pizziconi*. Each will present two lectures on topics in Holmes with an emphasis on Italy-- Dr. Di Ferrante, Chapters 10 & 14 and Dr. Pizziconi, Chapters 9 & 13.

Dr. Laura Di Ferrante gained the great part of her education in Italy, where she comes from. She graduated in 2003 in communication sciences at the University of Rome "La Sapienza" defending a dissertation in Sociolinguistics on the language of TV commercials targeted to children. Then she became research assistant in Sociolinguistics, General Linguistics, and Italian Linguistics under Dr Maria Catricala'. Finally, in 2008, she took her (first) Ph.D in Linguistics and Teaching Italian to Speakers of Other Languages at the University for Foreigners of Siena, dissertating on linguistic attitudes in Italy. Her study investigated both on inner linguistic prejudice and on the attitudes of Italians toward foreigners through a 1500 questionnaire research. She taught several courses of Italian as second/foreign language and gave some lectures on "Language and Globalization" at the University of Cassino. Dr. Di Ferrante is a

Linguistics/English Ph.D student at the Texas A&M University - Commerce.

Dr. Sergio Pizzicone has been teaching rules of the air (air traffic control regulations) in a particular Italian high school since 1989. After a five year course in communication science, he earned his laurea (an academic title corresponding to a BA+MA in the US from the Università di Roma La Sapienza, defending a thesis about semiotic marketing of serial TV fiction. Star Trek- The Original Series was the study case. He earned a PhD in Linguistics and Teaching Italian to Speakers of Other Languages from the Università per Stranieri of Siena. The research for the dissertation was about the language of patents of invention. A corpus collecting all the titles of Italian patents of invention in 1900-1901, 1952-1953, 2000-2001 was analyzed for the historical research in language change. Some studies in change of Italian newspaper language were used to delineate linguistic trends. Synchronically, he used a cognitive model to analyze some linguistic strategies used by Italian inventors/patent writers in describing new inventions. Dr. Pizziconi co-taught several classes in Composition, Italian Linguistics, Sociolinguistics, General Linguistics. He taught Composition at the Università di Roma Tre. He has published a handbook of Italian for foreign learners specializing in social services.

Student Orientation Tutorial (SOT) Under *My Courses/Special Courses* you will find the *NExT SOT* (Student Orientation Tutorial). If this is your first on-line course, *it is imperative that you take this tutorial.* It's an excellent introduction to 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 only.

**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.

ENG 358 - Language and Society

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, the first day of the week to the following Sunday. Assignments are due on Sunday at midnight.*

Week 1 August 25 - August 31, 2014 Holmes Chapter 1 Open Discussion

Week 2 September 1 - 7 Holmes Chapter 2 Open Discussion

Week 3 September 8 - 14 Holmes Chapter 3 Open Discussion

Week 4 September 15 - 21 Holmes Chapter 4 ***Discussion #1***

Week 5 September 22 - September 28 Holmes Chapter 5 Open Discussion ***Quiz #1***

Week 6 September 29 - October 5 Holmes Chapter 6 Open Discussion

Week 7 October 6 - 12 Holmes Chapter 7 Open Discussion

Week 8 October 13 - 19 Holmes Chapter 8 Open Discussion/Review

Week 9 October 20 - 26 ***Mid-Term Examination***

Week 10 October 27 - November 2 Holmes Chapter 9 ***Discussion#2***

Week 11 November 3 - 9 Holmes Chapter 10 Open Discussion

Week 12 November 10 - 16 Holmes Chapter 11 Open Discussion, ***Quiz #2***

Week 13 November 17 - 23 Holmes Chapter 12 ***Discussion #3***

Week 14 November 24 - 30 Thanksgiving

Week 15 December 1 - 7 Holmes Chapter 13, Open Discussion

Week 16 December 8 - 12 *Final Examination*

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

- (a) become aware of the constant interplay between language and society in both English-speaking as well as in societies that speak other languages
 - (b) become aware of his/her attitudes to varieties of English and other languages
 - (c) learn the linguistic components of varieties of language (phonology, morphology, syntax, etc.)
 - (d) learn to respect all varieties of language
 - (e) learn to put this respect into play in the language-teaching classroom
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Textbooks Holmes, Janet (2008) *An Introduction to Sociolinguistics*. (3rd ed.) Harlow (UK): Longman. (H) ISBN 1-4058-2131-5 REQUIRED TEXT

Crystal, David (2003) *English as a Global Language* (2nd ed.) Cambridge University Press. (C) ISBN 978-1-107-61180-1 REQUIRED TEXT

You can check out www.chegg.com for information on textbook rentals.

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 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 (pp. 467-68) 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 class- and materials-related questions in the *Virtual Office* so all students can benefit from your question and (I hope) my answer. I normally check the *Virtual Office* on a daily basis except Sunday.

Private matters (such as grade questions) should be taken care of by *e-mail*.

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. 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 a zero. 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 send them to the Virtual Office. ***Nota Bene: No work for extra credit will be given.*** Following is a breakdown of the components of grades:

100	Mid-Term Examination
100	Final Examination
40	Quizzes
60	Discussions
300	Total

A	270-300
B	240-269
C	210-239
D	180-209
F	179 & below

Nota Bene: No grades of **Incomplete** will be given in English 358-01W for Fall 2013.

Also, if you are having difficulty turning in your work or taking a quiz on time, please let me know **before** the final deadline of the work or quiz--NOT **after** the deadline.

Discussion Guidelines 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

Open Discussions Throughout the semester we will have numerous **Open Discussions**. This is a place for you to express opinions, ask questions and make comments in general 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 classmate's contribution or to answer another classmate's question. Remember too that rules of Online Courtesy apply in both *Open Discussions* as well as *Discussions*.

Please remember the difference between a *Discussion* (graded) and an *Open Discussion* (not graded).

Student
Technical
Support &
Library Access

Contacting eCollege for Technical Support:

The following support options are available 24 hours a day / 7 days a week:

- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Contacting Your Instructor:

If you have questions pertaining to the content of this course (e.g., questions about an exam, course due dates, grades, etc.), please contact me through the "Virtual Office." If you have a question about grades or a private matter, please use e-mail.

STUDENT SUPPORT SERVICES:

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 (direct), or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

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 helndesk@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.tamu-commerce.edu/library> not from within eCollege.

Currently enrolled students wanting to access databases from abroad:

1. Install the VPN client software from: <https://vpn.tamu-commerce.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 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

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.

That having been said, if, because of unforeseen circumstances, you are experiencing problems turning in your work on time, please alert me before the due date, not after.

Drop Course Procedure **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.

Online Courtesy (Netiquette) 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 online class. Courtesy means not engaging in online rudeness or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors such as paying careful attention to others in discussions, accepting that various points of views can be valid, and treating others as you wish to be treated.

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: Ms. Kristina Nichols (undergraduate English Adviser), CHSSA, Young Education North

220, Telephone 903-886-5779, Kristina.Nichols@tamuc.edu; Dr. Robert J. Baumgardner (ESL Adviser), HL 116, Telephone 903-886-5254, Robert.Baumgardner@tamuc.edu; Dr. Inma Lyons (Spanish Adviser), HL 221, 903-886-8774, 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

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**

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@tamuc.edu
