



## **CAP 250: Special Topics on Global Issues: *Language, Behavior, & Global English* M/W 2:00-3:15**

**Course Syllabus and Schedule**  
**Credit hours: 3**  
**Spring 2008**

**Classroom: UHB: 3082**

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### **Welcome to Language, Behavior & Global English**

*This syllabus is required reading. You are responsible for knowing and adhering to all information within. Study it carefully and refer to it frequently. If anything is unclear, do not hesitate to ask questions. This course meets a CAP Honors core curriculum requirement and an ECCE Global Issues requirement.*

“English is spoken as a first language by more than 300 million people throughout the world, and used as a second language by many millions more. One in five of the world's population speaks English with a good level of competence, and within the next few years the number of people speaking English as a second language will exceed the number of native speakers. This could have a dramatic effect on the evolution of the language...at the same time, however, a standardized 'global' English is spread by the media and the Internet.” (<http://www.askoxford.com/globalenglish/>)

### **Course Description**

The ability to use language is the most distinctive human characteristic, and yet most people take this ability for granted, never considering its richness and complexity. This course begins with an interdisciplinary discussion of language as a social form, and proceeds to examine the connections between language and culture and perception and linguistic globalization. Against this sociolinguistic backdrop, the course culminates with an in-depth study of “What is a Global Language” and “Why English?” Students will increase awareness of the role language plays in constructing perceptions of ourselves as individuals and as community members, both within discourse communities and within larger, global conversations.

### **Course Objectives**

This course meets the following ECCE Global Awareness learning outcomes. As a result of this course students will be able to do the following:

- Acquire and use the concepts necessary to describe, interpret or explain the use and spread of the English Language as a global phenomena;
- Describe and analyze the effects of this global phenomena on individual nations or cultures;
- Practice awareness of and respect for the diversity of cultures and peoples of the world;
- Identify the effect of English language usage in various countries.
- Explain how integration of disciplinary perspectives enhances their understanding of global issues;
- Demonstrate an informed and reasoned point of view while perceiving and reacting to differences.

Because the content focus of the course is sociolinguistics, specifically, after completing this course you will be able to do the following:

- Describe elements of language;
- Articulate basic terminology, concepts, and theories related to language study;
- Identify issues of debate in language study;
- Depict how language functions within social situations and discourse communities;
- Articulate differences between “Global English” and “English as a Global Language;”
- Acknowledge some global varieties of English;
- Analyze texts from multiple perspectives and across genres;
- Increase ability to express ideas orally and in writing;
- Improve information literacy skills;
- Consider the role of ethics in fieldwork.

This course is interdisciplinary and students will improve the following skills:

- Integrate theories, paradigms, and methods from sociology, linguistics, psychology, and anthropology;
- Gain insight into the cross-disciplinary tensions related to language study;
- Value an interdisciplinary approach to the complex problems embedded in the concept of “English as a Global Language”;
- Practice holistic thinking and problem-solving.

### Course Structure

The course is structured into three parts, each building on what has come before. PART ONE is a study in language awareness and acquisition. In this section, we will explore questions such as, “What is language?” and “What do we really know when we know a language?” and “How do children learn language?” We will explore a case study of a girl named Genie who was found at the age of 12 after being locked in a room without social contact or linguistic input for nearly her entire life. As the major assignment, you will write an interdisciplinary essay that asks you to apply your understanding of theories from linguistics, sociology, and psychology to explore the “nature versus nurture” linguistic debate and the relationship between language and humanity in light of Genie’s situation.

PART TWO explores language use in society and aims to make explicit those tacit rules of discourse and communication. Students will explore common myths and misconceptions about language use such as, “Women talk too much!” and “Everyone has an accent except me!” and “Black children are verbally deprived” among others. From a sociolinguistic framework, we will unpack language myths related to gender, dialect, and language change.

Against a sociolinguistic understanding of language, and an awareness of linguistic universals and issues of debate that you have gained in the first half of the course, PART THREE scrutinizes the question, “Why a global language?” Embedded in this question is a question of culture. What is the role of culture in a global language? And, to our interest, “Why English” and how can it serve and will it survive as a global language? What international issues exist around the rise of English as a global language? What do people think about English taking over the world? These questions are explored through a study of David Crystal’s text on *English as a Global Language*. Students will use their newly gained sociolinguistic insights to guide their final research project on contemporary or future issues of Global English.

### Course Approach


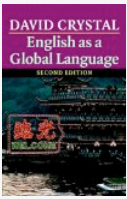


My approach to teaching and learning in this course is based on the conviction that we are a learning community who choose to gather for common purposes. In that philosophy lie the notion of commitment, partnership, and collegiality. I hope we can establish an environment this semester where we practice mutual respect and value open discussion and sharing. Besides trust, what bonds a community? Playing

together, right? Embedded in the course curriculum are activities that aim to create experiential memories while learning course content. Several films will complement the readings and lectures.

Three aspects of the course aim to deepen our learning experiences:

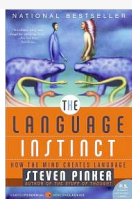
- (1) Online Social Network: As a member of this learning community, you are invited to join and participate in an online social network where we can share ideas about language and ourselves.
- (2) International Conversation Partners: Part of the course requirement is for you to partner with an International Student at UIS and agree to meet together for conversation throughout the semester. Details are listed below under “Course Requirements.”
- (3) Global Learning Community: During the second half of the course, we will engage in online conversation and sharing with a group of students enrolled in an English course at a University in Volgograd, Russia. Through active participation in the global learning community you may earn a maximum of 5% extra credit for the course.

### Course Texts

	<p><b>Language: Introductory Readings. 7<sup>th</sup> edition.</b>          Authors: Virginia Clark, Paul Eschholz, Alfred Rosa, Beth Lee Simon          Publisher: Bedford/St. Martin's; 7th edition          ISBN-13: 978-0312450182</p>
	<p><b>English as a Global Language, 2<sup>nd</sup> edition</b>          Author: David Crystal          Publisher: Cambridge University Press, 2005          ISBN-13: 978-0521530323</p>
	<p><b>Genie: A Scientific Tragedy</b>          Author: Russ Rymer          Publisher: Harper Paperbacks, 1994          ISBN: 0060924659</p>
	<p><b>Language Myths</b>          Editors: Laurie Bauer &amp; Peter Trudgill          Publisher: Penguin Books, 1998          ISBN13: 9780140260236          ISBN10: 0140260234</p>
	<p><b>Additional Course Readings posted on BlackBoard</b></p>

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**Recommended Reading:**

	<p><b><i>The Language Instinct</i></b>          Author: Stephen Pinker          Publisher: Harper Perennial / Modern Classics, 1994          ISBN-13: 9780061336461</p>
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**Assignments and Grading**

The assignments for this course encourage you to demonstrate your understanding of the issues related to language study and grapple with their complexities from interdisciplinary perspectives. The main projects for the course include a take-home essay that reviews key concepts through an analysis of a case study, a team-teaching presentation, and a final research project that focuses on a global topic. Weekly readings, quizzes and other short assignments will be integrated into the course schedule.

**Major Assignments**

Active Participation & Reading Quizzes	25%
Conversation Partners	10%
Take-Home (Genie) Essay	20%
Myth Buster Assignment	10%
Final Research Project (written and oral components)	25%

**Active Participation (25%)**

Because the rhythm of learning thrives on *dynamic* interaction, I value your participation and reward you for your involvement in the class. The ability to contribute original ideas as well as your informed opinions in class sessions is an important skill—one that is transferable to other discourse communities. Strong communication skills can get you a raise, help you negotiate changes in world trade law, make the lives we share more human and more fully realized—an overall way to change the world.

Simply contributing information, however, is not sufficient for constructive and active participation; you also must be able to interact with the group in courteous, respectful, and engaging manner. Discourteous behavior will not be tolerated. In this class, we emphasize discussion (both verbal and written) of what you have read and how you have written about it, not only as means of covering information and eliciting students' views, but to help students develop oral communication skills. To encourage active reading of weekly assignments, reading quizzes are scheduled over the course of the semester. To prepare for quizzes, read the assignments carefully, taking notes on key points.

Your active participation grade will include a holistic evaluation of your performance during class discussions, collaborative activities, homework assignments, and any online discussions that we decide to do through BlackBoard. Participation will be evaluated holistically using the criteria listed below:

<p>A / excellent</p> <p>Yahoo! Standing Ovation!</p>	<p><b>Teaching Assistant:</b> consistently and actively takes initiative and demonstrates diligence during class discussions and other activities; knows the readings cold and has thought about your stance on the issues; helps keep the discussion focused on major points; draws out others and genuinely and actively listens; responds to colleagues' ideas; asks important questions to help generate discussion; does not hog the floor; thoughtfully challenges ideas; understands and articulates multiple perspectives or positions on a topic; prepares for class by bringing annotated readings and questions for discussions.</p>
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B / good  Yay!	<b>Discussion Generator:</b> asks key questions and brings together both the readings and personal experience/observations; knows the readings well and comes in with extensive notes fully prepared to get the discussion going; draws others out and listens well.
C / adequate  eh, okay.	<b>Participant:</b> speaks regularly through most discussions, but tends to offer just what was in the readings without much interpretation; seems to have read the material, but does not have a complex overview of the author's arguments.
D / poor  Why bother?	<b>Hmmmm:</b> speaks regularly during class discussions, but only offers own opinions and experiences without tying them to the readings or other materials; doesn't know the readings cold; Or, doesn't speak regularly leaving the joy and work of discussion on the shoulders of others. We miss your knowledge of the readings and your informed ideas.
F/ Ouch!	<b>Not sure what to call you...</b> Does not know the readings well; speaks rarely or disrespects, dismisses or thinks it is funny to hassle others. Acts like s/he doesn't want to be here. Ouch (for your grade and class atmosphere)!

*Criteria borrowed from Heather Dell*

### Conversation Partners (10%)

At the beginning of the course, you will be paired with an international student at UIS who will become your "conversation partner." By simply meeting with your conversation partner and engaging in dialogue, you will receive credit for this portion of your course grade. The purpose of the activity is to provide a way to find out about English as used by speakers other than those from the U.S. The minimal requirement is to meet with your conversation partner for 30-45 minutes at least 6 times during the semester. You will account for your meeting by signing a contract with your partner at the beginning of the semester and reporting to me an accurate record of your time together. The report is based on the honor system as I value your integrity. More specifics will be discussed in class.

### Myth Buster Assignment (10%)

For this short assignment, with a classmate you will select a chapter from Bauer & Trudgill's text, *Language Myths* and prepare to teach the class the linguistic perspective of the myth. In other words, think like a linguist and bust the myth. Come up with your own examples and be creative in your teaching delivery. These assignments are scheduled during particular class sessions and you will be assigned one of these time slots. Your team-teaching session should take no more than 15 minutes of class time. In addition to teaching, you and your partner should submit a two-page discussion of the myth and your rationale for undoing it.

### Take-home (Genie) Essay (20%)

As an assessment of your understanding of the relationship between language, interdisciplinary issues, and humanity, you will be assigned an essay question that requires analysis and application of sociolinguistic concepts and principles to the case study of Genie. (Aim for 4 pages.)

### Final Research Project and Presentation (25%)

The final assignment for the course is an interdisciplinary research project that examines a particular topic related to English as a Global Language in more depth than we have addressed in class. The components of the project include a research proposal with an annotated bibliography, a 5-7 page researched essay, and a creative, interactive presentation where you teach the class what you have discovered.

### Grading Policy

Each major assignment and required activities contribute a stated percentage to your course grade. To determine grades on individual assignments, I will generally use a "rubric" or set of scoring criteria, which will break down your work into key characteristics. Specific criteria will be designed and tailored for each assignment and weighted accordingly.

### Grading Scale (Percentages)

93-100 A  
90-92 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
73-78 C  
70-72 C-  
67-69 D+  
63-66 D  
60-62 D-  
59 and below F

Incompletes will only be given if you are passing the course (C or above) at the time that the incomplete is requested and you have had an emergency during the last part of the semester that prevents you from completing one of the final assignments. Incompletes **will not be given** so that you may avoid a failing grade or repeat the course.

### Attendance Policy

Attendance is required at all class sessions and is in each student's interest. Students who attend class regularly generally enjoy the course more, learn more, and earn higher grades. Through active participation in class activities you enrich the learning experience of others, fellow students and teachers alike. You can miss two class sessions during the semester without penalty. After the two "free" absences, your grade will be lowered at the discretion of your professor. We meet two times per week and missing more than a week of classes could result in failure of the course.

I recognize that emergencies and extraordinary events can prevent you from coming to class, but please take note that I do not distinguish between excused and unexcused absences (that means that I will not take responsibility for deciding between your illness and your lack of motivation, for example). My advice is that you aim to always attend class and not to use your "free" absences for frivolous purposes—save them for when you really need them. If you have a true emergency that will keep you out of class for more than two class sessions, you should contact your professor *prior* to missing class.

Tardiness policy: Arriving late or leaving early is not acceptable and very annoying. A habit of tardiness will affect your grade as the professor deems necessary. As students you are always responsible for your work. Just as employers expect deadlines to be met regardless of personal exigency, I do also. Please recognize the difference between "fault" and "responsibility." It may not be your fault that your car breaks down at home and you miss a class, but you are still responsible for the work done in class that day (and the absence policy still applies).

Notice for athletes and other students in university-sponsored activities (forensics, etc.): I will allow a modest number of absences without the penalties. You should have a notice from your coach with the dates of proposed absences. You remain responsible for any work that is due while you are away (either turn it in before you leave or take your computer with you). If you are assigned a collaborative activity that coincides with a university-sponsored event, you are fully responsible for communicating with your colleagues and fulfilling your commitment to the group.

### Late Policy

No late assignments are accepted without prior permission from the professor. Assignments must be submitted at the **beginning** of the classes in which they are due. Any assignments turned in after the beginning of class will be considered late, and therefore, will not be accepted.

### Classroom Laptop Policy

Bring your laptops to each class session, charged, and ready to use as necessary. I believe that laptops are an integral tool in your education, but laptops often create a distraction in class. In my CAP experience, students use laptops to play games, instant message, update Facebook, surf the net, and engage in activities that are not appropriate classroom behavior; that's unfortunate, because the faculty must impose limits on the use of laptops in class. We will use laptops during class session for writing activities, locating documents on BlackBoard, and occasionally accessing internet resources and library databases. Please do not use your laptop for any activities that are not directly related to the class.

### Electronic Devices Policy

Please shut off all cell phones and noise making electronic devices **before** you enter the classroom. MP3 players, I-Pods, and other devices with earbuds are not allowed in class. Electronic gaming devices are not allowed in class. Use of such devices will result in your being asked to leave class immediately. The loss of class time will be counted against your absences for the semester.

### Email Etiquette Policy

As an exercise in professional communication and self-representation, all emails to professors should follow traditional writing standards. Each email should include:

- A salutation: Hi/Hello Professor \_\_\_\_\_,
- A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar--including capitalization and punctuation. (No text message-ese).
- A sign-off: Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

For more information on writing appropriate emails, see <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

### Plagiarism Policy

All course work should represent a student's best intellectual efforts. When this work is in the form of writing, the student-writer also has ethical responsibilities to the readers, both peers and public. Some of these responsibilities include, but are not limited to, amassing and evaluating relevant sources, appropriately using these sources, and acknowledging the use of these sources. The use of sources includes providing complete and accurate citations for all sources consulted and used, whether paraphrased, condensed, or directly quoted. Fulfilling these academic and ethical responsibilities informs and strengthens the writer's and paper's positions, provides readers with contextual and informed ideas, and gives other writers credit for their intellectual property. Each writer has a personal responsibility to engage in the entire writing process with integrity and honesty.

The Council of Writing Program Administrators offers a useful distinction between the *misuse of sources* and *plagiarism*. **Misusing sources usually means "carelessly or inadequately citing ideas and words borrowed from another source."** **Plagiarism means "submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source."** This distinction gets to the issues of culpability, intentionality, and degree of misuse. While a writer is *always* responsible for being accurate, clear, and honest, mistakes can and do happen. While such mistakes may lower a student's grade on an assignment, they may also provide valuable learning moments for the student to grow as a writer. However, when a student's actions are meant to deceive the audience – i.e., when the actions constitute plagiarism, as defined above – then the student demonstrates a deep disregard for the academic processes that govern the construction and mediation of knowledge. In other words, the student has perpetrated academic dishonesty and, when discovered, will face stringent penalties ranging from failing the assignment or course to being expelled from the university.

The Honors program at UIS is committed to helping each student recognize and work with academic conventions. We are also committed to providing each student with materials, teaching methods, and



assignments that encourage original ideas and critical thinking. It remains the student's responsibility to engage in course work ethically and honestly. ***Any time you use words or ideas that are not your own, you must give credit to the author, whether or not you are quoting directly from that author. Failure to do so constitutes plagiarism, a serious academic violation.*** Penalties for plagiarism may vary depending upon the extent of the problem, but are always serious. Consult your instructor or the Center for Teaching and Learning in Brookens 460 if you have questions about what constitutes plagiarism or how to avoid it.

Work Cited

Council of Writing Program Administrators. "Defining and Avoiding Plagiarism: The WPA Statement on Best

Practices." <http://wpacouncil.org/node/9>. Accessed 7 December 2006.

### Capital Scholars Honor Code

The Capital Scholars Honors Code reads, "As faculty and students in the University of Illinois at Springfield Capital Scholars program we pledge to be honest, trustworthy, and responsible for all that we say, write, and do. We pledge to uphold the academic integrity of the program." CAP first-year students are bound by the Honor Code in this course and are expected to uphold the highest standards of academic integrity. The most common kinds of academic dishonesty are cheating and plagiarism (especially from the WWW), but for CAP students, the living-learning environment sometimes makes it hard to determine breaches of academic integrity. While CAP students may work together on planning assignments and on studying for tests, each student is responsible for preparing his or her own work. Asking another student for help in figuring out a difficult assignment is permitted under the Honor Code; using another student's work and calling it your own is not. Students should err on the side of caution--be careful in allowing other students to use your work and make sure your work is your own. Always ask faculty for clarification on issues of academic integrity.

Please note that the penalties for violating the Honor Code will be severe, and CAP students who do so will be subject to action by the CAP Academic Honor Council and by the UIS Student Disciplinary Code. Penalties can include, but are not limited to, failure of an assignment, failure of a course, suspension or expulsion from Capital Scholars, or suspension or expulsion from the university.

### Students with Disabilities

Reasonable accommodations are available for students who have a documented disability. Please notify the Office of Disability Services (Student Life Building, Room 11; 206-6666) during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable.

**Standing Invitation:** Please feel free to contact me when you have a question or concern about the course. As you know, open lines of communication can prevent or minimize problems.



***NOTE: Your instructor reserves the right to make changes, additions, deletions in the syllabus and schedule as deemed necessary.***



<i>Part One: Language Awareness and Acquisition</i> Major Assignment: Essay exam		
Date	Topic	Assignment / Readings
<b>Week 1</b>		
W 1/21	<p><u>Introductions</u></p> <p>What is Language?</p>	<p><b>Read:</b> Syllabus</p> <p>The syllabus is located on our course BlackBoard site. The syllabus functions like a contract, explaining the course objectives, policies, and procedures. It is important that you read it carefully. I expect you to know and adhere to the policies and objectives as stated in the syllabus. Please ask me about anything you do not understand.</p>
<b>Week 2</b>		
M 1/26	<p><u>Language Awareness</u></p> <p>What do you know when you <i>know</i> a language?</p>	<p><b>Read:</b> (1) "Nine Ideas About Language" - Daniels (in <i>Language</i>, p. 3-19); (2) "An instinct to Acquire an Art" - Pinker (on Bb pages 1-11) – as you read note particular passages that strike you as interesting. Prepare to share in class.</p> <p><b>Reading Quiz (Daniels &amp; Pinker)</b></p>
W 1/28	<p><u>View:</u> <i>Colorless Green Ideas</i></p>	<p><b>Handout in class: Questions for Viewing</b></p>
<b>Week 3 Begin Conversation Partners</b>		
M 2/2	<p><u>Language Behavior</u></p> <p>Does language set us free or chain us socially?</p>	<p><b>Quiz</b> on film (<i>Colorless Green Ideas</i>)</p> <p><b>Read:</b> "Language: an Introduction" – Bolton in <i>Language</i> (pages 21-32)</p>
W 2/4	<p>Is non-verbal communication language?</p>	<p><b>DUE on Wed:</b> Non-verbal rule test: Hypothesize a rule for non-verbal communication; plan a way to test the rule; observe reactions; share results. (Remember: the best way to test a rule is to break a rule and see what happens! Please do nothing illegal or dangerous!)</p> <p><b>Read:</b> (1) "Nonverbal Communication" – Miller in <i>Language</i> (pages 52-59); (2) "Pragmatics: Discourse Routines – Chaika in <i>Language</i> (pages 276-299)</p>
<b>Week 4</b>		
M 2/9	<p><u>Language Acquisition</u></p> <p>How Do Children Learn Language?</p>	<p><b>Due on Monday:</b> Call your Mom or Dad or Grandma or Nanny and ask how you learned language? What were your first words? What cute funny language phrases or non-verbal whims did you employ? Prepare to contribute insights on how you think you learned language to our class discussion; consider the nature v. nurture debate.</p> <p><b>Quiz on Readings:</b></p> <p>(1) "Developmental Milestones..." - Lenneberg in <i>Language</i> (pages 640-643 on Bb)</p> <p>(2) "The Acquisition of Language" – Moskowitz in <i>Language</i> (pages 613-639)</p>

W 2/11	<b>View:</b> <i>Acquiring Human Language, Playing the Language Game</i>	Recommended Reading: "Baby Born Talking—Describes Heaven" - Pinker (pages 265-301 on Bb)
<b>Week 5</b>		
M 2/16	<b>Interdisciplinary Case Study: Genie</b> Does Language Make us Human? (Instinct v. Culture / Nature v. Nurture) <b>Assign: Genie (Take-Home essay Exam)</b>	<b>Read:</b> <i>Genie</i>
W 2/18	<b>View:</b> <i>Secret of the Wild Child</i>	

*Part Two: Language in Society*  
Major Assignment: Myth Buster Team-Teaching

<b>Week 6</b>		
M 2/23 Short class?  W 2/25 Extended class till 3:45	<b>Myth Buster topics and schedule; introduction to Pygmalion and Language in Society</b>  <b>Movie and Popcorn</b> <b>View:</b> <i>Pygmalion (1938)</i> 96 minutes.	<b>Monday: Genie Essay DUE by 2:00</b>   <b>Read:</b> "Regional Dialects and Social Class" - Macaulay in <i>Language</i> (pages 383-397)
<b>Week 7</b>		
Week 7 M 3/2  W 3/4	<b>Language Attitudes &amp; Change</b> <b>Myth Buster Teachings</b>  <b>Partial Viewing:</b> <i>American Tongues</i>	<b>Read:</b> "Tower of Babel" by Pinker in <i>Language</i> (pages 235-252)  <b>Read: (1)</b> "Speech Communities" - Roberts (pages 373-381); <b>(2)</b> "Everyone Speaks a Dialect" - Chaika (pages 262-308) <b>Reading Quiz</b>
Week 8 M 3/9  W 3/11 Double attendance points	<b>Language &amp; Gender</b> Do women <i>really</i> talk too much? <b>Myth Buster Teachings (#6)</b>  <b>Myth Buster Teachings</b>	<b>Read:</b> (1) "Selections from <i>Language and Woman's Place</i> – Lakoff (on Bb); <b>Read in <i>Language</i> text:</b> (2) "Discourse Patterns of Males and Females" - Johnson (pages 517-530); (4) "I'll Explain it to you..." - Tannen (pages 531-544); (5) "Ethnic Style in Male-Female Conversation" -Tannen (pages 545-557) <b>Reading Quiz</b>
Week 9 3/16-20	Spring Break	

<i>Part Three: Global English</i> Major Assignment: Global English Project		
<b>Week 10 Begin Sharing Cultures (?)</b>		
<b>M 3/23</b> Double attendance points	<a href="#"><u>Global English: Part 1</u></a> What is a Global Language?	<b>Read:</b> "Why a Global Language?" (Chrystal, Ch. 1)
<b>W 3/25</b>	And...Why English? <b>Assign:</b> Final Project on Global English	<b>Read:</b> (1) "Why English: The Historical Context?" (Chrystal, Ch.2); (3) "The Imperial Tongue: English as the Dominating Academic Language" – Altbach (on Bb) <b>Reading Quiz</b>
<b>Week 11</b>		
<b>M 3/30</b>	<a href="#"><u>Global English: Part 2</u></a> Why is English <i>everywhere</i> ?	(1) "Attitudes toward English" - Bailey (pages 717-229) (2) "Why English: The Cultural Foundation" (Chrystal, Ch 3)
<b>W 4/1</b>	<b>View:</b> <i>Nancy by Day, Nalini by Night</i>	(3) "Why English: The Cultural Legacy" (Chrystal, Ch.4) (4) "The Rapid Evolution of English" (on Bb) <b>Reading Quiz</b>
<b>Week 12</b>		
<b>M 4/6</b>	<a href="#"><u>Global English: Part 3</u></a> The future of Global English	(1) "The Future of Global English" (Chrystal, Ch 5) (2) "The State of English as a global language: communicating and culture" – Kayman (on Bb)
<b>W 4/8</b>		<b>Reading Quiz</b>
<b>Week 13</b>		
<b>M 4/13</b> <b>W 4/15</b>	Final Project Workshops	
<b>Week 14</b> Double attendance points during student presentations		
<b>M 4/20</b> <b>W 4/22</b>	<b>Student Project Presentations</b>	
<b>Week 15</b>		
<b>M 4/27</b>	<b>No Class (Freshman Symposium)</b>	
<b>W 4/29</b>	<b>Student Project Presentations (if needed)</b>	
<b>Week 16</b>		
<b>M 5/4</b> <b>W 5/6</b>	<b>Wrap-Up</b>	<b>Final Written Projects DUE</b>