Instructor: Dr. Nancy Sullivan
Office: FC 282
Office Hours: MTR 1:30-3:00; W 5:00-5:30 and by appointment
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Required Readings
Readings are on Blackboard at https://bb9.tamucc.edu/

Course Description
This course will provide students with the opportunity to explore issues that surround the (interconnected) topics of Global English, language policies, language and culture, pragmatics, language and gender, and second language writing. Through a critical analysis of the published literature in these areas, students will examine how power asymmetries involve cultural, conceptual, ideological, and linguistic restructurings.

Student Learning Objectives
Upon successful completion of the course, students will be able to
- articulate informed personal responses to linguistic readings,
- draw relevant insights and critical conclusions from the readings,
- demonstrate competency in linguistic research, and
- critically evaluate current research in linguistics.

COURSEWORK
1. Assignments 20%
2. In-Class Writing 5%
3. Reading Responses (SRQR) 25%
4. Midterm 25%
5. Research Paper 25%

100%

A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 60%

Blackboard-- Island Online (IOL) access to Blackboard
IOL runs on a web based application called Blackboard (Bb) through a web browser. If your computer can successfully run Microsoft Internet Explorer or any of its alternatives, then you will be able to use IOL. Please note that your web browser must be configured properly to work with IOL by installing Sun Java Runtime Environment, ensuring Javascript, pop-up blockers, and cookies settings are properly configured. To check if your web browser is compatible with IOL you can do a browser check-up by visiting the WebCT Browser Tune-up. You may also check a list of IOL compatible browsers.

Technical Support information/link — The Island Online (IOL): https://iol.tamucc.edu/
Specific login instructions—Blackboard Login: https://bb9.tamucc.edu/webapps/login/
Getting help to login: https://distance-education.tamucc.edu/student_resources.html

Course Policies for the Bb blended course
For this blended course you are expected to
- use the technologies required to participate effectively in an online course,
• begin the course on the first official day of classes—know login and password for Bb
• adhere to the specific and rigid schedule of deadlines as shown in the Bb course module,
• participate actively in the course, which means logging on at least 3x a week to check for updates, etc.,
• answer e-mails from the instructor promptly, within 48 hours at the latest (I will respond to yours
  usually within 24 hours or sooner),
• be responsible, post all work on time (although earlier is better),
• have all the required materials and technology, and
• adhere to all college policies.

ACTIVITIES AND ASSIGNMENTS:

The following is a short description of the assignments (check Blackboard for more information).

1. Assignments (20%): You will be given five short assignments during the semester to help strengthen your connection to the readings. Your grade is based on whether you adequately considered and addressed the topic; your work was clearly written, concise, and well-organized; and you made appropriate connections to the readings. The assignments consist of the following (see Blackboard for more information/guidelines):

   • English Only data collection and summary
   • Ethnography
   • Paying Attention to Language
   • Annotated Bibliography
   • International Student Interview

2. In-Class Writing (5%): To demonstrate your understanding of the chapters, you will occasionally have an in-class writing that will cover the reading(s) due for that day (3 points each). They will be very quick (5 minutes) and completed at the beginning of the class. (You cannot make up missed reading quizzes, so don’t be late!)

3. Summaries, Reflections, Questions, and Responses (SRQR) (25%): For many of the readings, you will be asked to do the following on Bb in smaller online discussion groups:

   S--Summarize. Synthesize the main ideas of the reading into 5-6 sentences.
   R--Reflect. Tie this reflection to previous readings, theories, knowledge. Consider how this reading builds on or considers other texts. Summary and Reflection should be no more than 150 words (not including quotes)
   Q--Question. Write a meaningful question about the article-- one that should provoke an interesting discussion. Avoid questions which ask for personal responses—responses that don’t connect to the readings. For example, you wouldn’t want to ask a question such as: What kind of accent do you have?
   R--Respond. Read the summaries and reflections of the participants and choose one question to answer. No question should be answered twice (therefore, the sooner you do this, the more choices you have). When you Respond, write your name at the top (e.g. John K’s RESPONSE to Billy B). 100 words maximum

Four of your SRQRs will be randomly chosen for grading. Each graded SRQR is worth five points. If it is not a graded SRQR, you will receive 1-point for completion, .5 point for partial completion, 0 for limited or no SRQR. To receive five points on your graded SRQRs, it must be insightful and relevant. It must also show a good attempt to grasp the content of the reading, link to other readings (when possible), and contribute to class discussion. Four points means that you have done a good job addressing the assignment; three points means that it adequate; two points means that it is lacking in two or more of the above areas; one point means that there was limited attempt to complete the assignment; and zero means that you did not do it.

The readings marked with * (see schedule below) can be used for the SRQR. If there are two in one week, choose only one for your SRQR but be sure to read both.

4. Midterm (25%): You will have one in-class exam during Week 11.
5. Research paper (25%): The main purpose of this paper is for you to focus on a particular topic of your choice in 10-12 pages. The essay should summarize the literature from a critical perspective and should try to identify some research questions that are worth studying in future. The paper should show that you are able to understand and critically evaluate linguistic articles, select and analyze relevant information, contrast opposing views, and convincingly communicate conclusions. Topic must be approved before you start writing. A one page single spaced summary and annotated bibliography (minimum 5 references) are due April 9 (5% of the paper’s grade). You will summarize your research in a short (5 minute) presentation. APA format is required.

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Absences and Late Assignments: You can have two absences during the semester (although I suggest that you attend every class). After the second absence, your grade will be reduced by two points for each class that you miss. You cannot make up work done during the class period, such as the reading responses. Unless arranged in advance, I will not accept late assignments.

Academic Advising: Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator, Dr. Etheridge. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

Students with Disabilities and Veterans: 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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Graduate Student Academic Integrity Statement: English graduate students are expected to “conduct themselves in accordance with the highest standards of academic honesty” (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.
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