Department	International College of Liberal Arts		
Semester	Fall 2024	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	LANG300		
Course Title	World Englishes		
Prerequisites	LANG100 Introduction to Language Concepts		
Course Instructor	RAFIEYAN Vahid	Year Available (Grade Level)	3
Subject Area	Interdisciplinary Arts: Language Arts	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	"When we study human language, we are approaching what some might call the 'human essence,' the distinctive qualities of mind that are, so far as we know, unique to man." NOAM CHOMSKY, Language and Mind This course offers an introduction to the formal study of the English language. As such, the course will focus on several key factors about the English language: its history, its current usage, and its spread in a variety of ways across the globe. In particular, as English becomes more globalized or internationalized, various world Englishes have become a reality; this course explores some of those Englishes and the reasons for their proliferation. Students will read materials written for native speakers of some of the world's dominant varieties of English. The issues mentioned above lead to a natural discussion of what is "standard" English today and what is a "native speaker." For a student who is seriously considering a career as an English teacher, it is essential to take into account sociocultural and political factors that have led English to the main stage in today's linguistic world. The idea of English as the primary lingua franca will be analyzed. Other educational systems that teach English as a foreign language will be addressed and compared to the system in Japan. One benefit of this course is that students will be expected to assess their own understanding and "level" of English on several levels-grammar, vocabulary, pronunciation, etc.-and discuss ways in which they can develop greater English fluency and proficiency. Students will also have opportunities to familiarize themselves with some English-embedded cultural values and literary expressions. They will also research one of the topics covered in the class and present their findings to the class following Project Based Learning (PBL) style. In essence, this course will introduce students to the rich world of English as a language and medium of cultural storage.
Class plan based on course evaluation from previous academic year	Each topic will be followed with discussion and debates in order to link gained knowledge to personal experiences.

Course related to the instructor's practical experience (Summary of experience)	My main practical experience is exposure to a variety of Englishes through working with colleagues and teaching students from different parts of the world. I will apply the know-how I have gained to the course.
Learning Goals	Students will.... (1) Learn some of the basic main occurrences in the history of the English language (2) Understand how English has evolved and is still evolving (3) Consider a number of world Englishes and account for their appearances (4) Analyze the meaning of "standard" in language usage (5) Analyze the meaning of "native speaker" in a world of various Englishes (6) Understand the sociocultural and political aspects of English (7) Consider classroom teaching applications of all of the above (8) Focus on their own English language proficiency and development (9) Improve their own spoken and written expression of English (10) Learn an inter-cultural understanding and be open-minded towards other cultures

iCLA Diploma Policy	DP1／DP2／DP3／DP4

iCLA Diploma Policy

(DP1) To Value Knowledge - Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World - Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration - Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility - Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning／Discussion, Debate／Group Work／Presentation
More details/supplemental information on Active Learning Methods	None
Use of ICT	UNIPA Functions

Contents of class preparation and review	Before and after each class, students are expected to review instructional materials specified for each session to enhance their understanding.	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	4 hours
Feedback Methods	Each assignment will be graded and returned based on a grading rubric. Credit will be given for: (1) clear and convincing arguments; (2) clear understanding of the facts and issues relevant to the chosen essay prompt; (3) appropriate use of academic sources to support your arguments; (4) clear and logical progression through the essay; (5) use of academic writing style.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Class Activity	30%	
Mid-Term Paper	30%	
Final Project: Paper and presentation	40%	

Required Textbook(s)	The required textbook for this course is Introducing Global Englishes, by Heath Rose & Nicola Galloway (2015), ISBN 978-0415835329.
Other Reading Materials/URL	None
Plagiarism Policy	Plagiarism is when someone presents another person's work as their own, which is considered dishonest and unethical. This includes submitting the same work to multiple courses or assignments without permission from the instructors. The consequences of plagiarism can vary depending on the severity, but it can result in failing the assignment or the entire course. If plagiarism is repeated, it will be reported to the University and may result in additional penalties.

Other Additional Notes (Outline crucial policies and info not mentioned above)	To achieve a good grade, attending classes regularly, participating actively in class activities, and paying attention to lectures are important.

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Chapter 1 - The history of English 1a - The origins of the English language
Class 2	Chapter 1 - The history of English 1b - The early spread of English around the world
Class 3	Chapter 1 - The history of English 1c - Globalization and the rise of the world's lingua franca
Class 4	Chapter 1 - The history of English 1d - Representing English speakers
Class 5	Chapter 2 - Language change and variation 2a - Language change and contact
Class 6	Chapter 2 - Language change and variation 2b - Levels of variation

Class 7	Chapter 2 - Language change and variation 2c - Pidgins and creoles
Class 8	Chapter 2 - Language change and variation 2d - Standard language ideology, ownership, and identity
Class 9	Chapter 3 - English as a global language: issues and attitudes 3a - The advantages of the global spread of English
Class 10	Chapter 3 - English as a global language: issues and attitudes 3b - The dark side of the global spread of English: is English a killer language?
Class 11	Chapter 3 - English as a global language: issues and attitudes 3c - Linguistic imperialism and the creation of inequalities by the global spread of English
Class 12	Chapter 3 - English as a global language: issues and attitudes 3d - The politics of the spread of English: influences on language policy and planning
Class 13	Chapter 4 - Variation in 'Native' Englishes 4a - English language variation in the British Isles
Class 14	Chapter 4 - Variation in 'Native' Englishes 4b - English language variation in Canada and the USA
Class 15	Chapter 4 - Variation in 'Native' Englishes 4c - English language variation in Australia and New Zealand

Class 16	Chapter 4 - Variation in 'Native' Englishes 4d - English language variation in the Caribbean Submission of Mid-term Paper
Class 17	Chapter 5 - The 'New' Englishes 5a - English in South Asia
Class 18	Chapter 5 - The 'New' Englishes 5b - English in South-East Asia
Class 19	Chapter 5 - The 'New' Englishes 5c - English in Africa
Class 20	Chapter 5 - The 'New' Englishes 5d - The status of 'New' Englishes: recognition, invisibility, and acceptability
Class 21	Chapter 6 - English in global contexts 6a - English as a lingua franca in Europe
Class 22	Chapter 6 - English in global contexts 6b - English in East Asia: China, Japan, Taiwan, and South Korea
Class 23	Chapter 6 - English in global contexts 6c - ASEAN in the Expanding Circle
Class 24	Chapter 6 - English in global contexts 6d - ELF in global contexts: prevalence, issues, and attitudes

Class 25	Chapter 7 - English as a lingua franca 7a - A growing research paradigm
Class 26	Chapter 7 - English as a lingua franca 7b - Understanding and ELF: pragmatics
Class 27	Chapter 7 - English as a lingua franca 7c - English in the workplace 7d - ELF: future directions
Class 28	Presentation
Class 29	Presentation
Class 30	Presentation