

Department	International College of Liberal Arts		
Semester	Fall 2023	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	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) 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	<p>"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</p> <p>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."</p> <p>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.</p> <p>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.</p>
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 working with colleagues and teaching students from various parts of the world. I will apply the know-how I have gained to the course.

Learning Goals	<p>Students will....</p> <ol style="list-style-type: none"> <li>(1) Learn some of the basic main occurrences in the history of the English language</li> <li>(2) Understand how English has evolved and is still evolving</li> <li>(3) Consider a number of world Englishes and account for their appearances</li> <li>(4) Analyze the meaning of "standard" in language usage</li> <li>(5) Analyze the meaning of "native speaker" in a world of various Englishes</li> <li>(6) Understand the sociocultural and political aspects of English</li> <li>(7) Consider classroom teaching applications of all of the above</li> <li>(8) Focus on their own English language proficiency and development</li> <li>(9) Improve their own spoken and written expression of English</li> <li>(10) Learn an inter-cultural understanding and be open-minded towards other cultures</li> </ol>
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iCLA Diploma Policy	DP1/DP2/DP3/DP4
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## 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
Use of ICT in Class	UNIPA functions
Use of ICT outside Class	UNIPA functions
Expected study hours outside class	Plan to spend at least two hours of preparation for each hour spent in class. This is when most learning takes place; the instructor's role is mainly to guide students, introduce new material, and answer questions.
Feedback Methods	<p>Each assignment will be graded and returned based on a grading rubric. Credit will be given for:</p> <ol style="list-style-type: none"> <li>(1) clear and convincing arguments;</li> <li>(2) clear understanding of the facts and issues relevant to the chosen essay prompt;</li> <li>(3) appropriate use of academic sources to support your arguments;</li> <li>(4) clear and logical progression through the essay;</li> <li>(5) use of academic writing style.</li> </ol>

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 <i>Introducing Global Englishes</i> , by Heath Rose & Nicola Galloway (2015), ISBN 978-0415835329.
Other Reading Materials/URL	None
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. Depending on the nature of plagiarism you may fail the assignment or the course. Repeated act of plagiarism will be reported to the University which may apply additional penalties.
Other Additional Notes	<p>This course aims to promote all four diploma policies of iCLA:</p> <p><b>Diploma Policy Goal 1 –To Value Knowledge:</b> To achieve this diploma policy goal, iCLA offers English courses to students providing mastery of idea development and expression in both written and verbal forms. In addition, throughout the curriculum, iCLA offers interactive experiences through writing and presentation assignments.</p> <p><b>Diploma Policy Goal 2 –To Be Able to Adapt to a Changing World:</b> To achieve this diploma policy goal, the courses in each major offered at iCLA are designed in a progressive manner, from entry to advanced levels. Students advance through courses where they engage in debates, discussions, and dialogues. As they do this, they acquire the insight and skill they need to make connections, think critically and explore possibilities.</p> <p><b>Diploma Policy Goal 3 –To Believe in Collaboration:</b> To achieve this diploma policy goal, iCLA faculty place priority on utilizing active learning pedagogy to emphasize teamwork as an important lifelong skill. Students from different backgrounds are placed into projects, presentations, and case studies together, through which they must overcome self-interests for the benefit of the team.</p> <p><b>Diploma Policy Goal 4 –To Act from a Sense of Personal and Social Responsibility:</b> To achieve this diploma policy goal, iCLA faculty model behaviors and attitudes that encourage students to take responsibility for their learning and to be active participants, versus passive bystanders, who value initiative above compliance.</p>

(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Chapter 1-1a
Class 2	Chapter 1-1b
Class 3	Chapter 1-1c
Class 4	Chapter 1-1d
Class 5	Chapter 2-2a
Class 6	Chapter 2-2b
Class 7	Chapter 2-2c
Class 8	Chapter 2-2d

Class 9	Chapter 3-3a
Class 10	Chapter 3-3b
Class 11	Chapter 3-3c
Class 12	Chapter 3-3d
Class 13	Chapter 4-4a
Class 14	Chapter 4-4b
Class 15	Chapter 4-4c
Class 16	Chapter 4-4d Submission of Mid-term Paper

Class 17	Chapter 5-5a
Class 18	Chapter 5-5b
Class 19	Chapter 5-5c
Class 20	Chapter 5-5d
Class 21	Chapter 6-6a
Class 22	Chapter 6-6b
Class 23	Chapter 6-6c
Class 24	Chapter 6-6d

Class 25	Chapter 7-7a
Class 26	Chapter 7-7b
Class 27	Chapter 7-7c
Class 28	Chapter 7-7d
Class 29	Presentation
Class 30	Presentation