

**University of Southern California
Rossier School of Education
Course Syllabus**

**EDUC 571: Systems of the English Language
September 2013**

Complete the following information when you meet your instructor:

INSTRUCTOR:

Office Hours:

Phone Number:

Email:

INTRODUCTION AND PURPOSE

This course serves as an introduction to and overview of the various systems of the English language. The course will begin with a brief overview of the origins of English and its historical evolution. Next, it will examine the fundamental systems of the English language, including its words (vocabulary, morphology, lexicon), sounds (phonetics and phonology), sentences (grammar systems and syntax), and language in use (discourse). It will conclude with a look at how English has risen to its current position as a global language and consider in which ways it may continue to evolve. During the course, candidates will have the opportunity to compare the systems of English to those of other languages in order to identify similar and contrasting features and areas of challenge for second language learners. They will also investigate linguistic topics of current interest and conduct corpus-based research to examine English usage. Through this course, participants will acquire background knowledge of the English language systems in order to better guide English language learners.

COURSE OBJECTIVES

Upon completion of this course, candidates will be able to:

- Define and discuss the system of words in the English language, including vocabulary, morphology and lexicon
- Define and discuss the system of sounds in the English language including, including phonetics and phonology
- Define and discuss the system of sentences in the English language including grammar and syntax
- Explain and discuss elements of the English language in use, including discourse, pragmatics, sociolinguistics, and language variation in the USA
- Make comparisons between English language systems and systems of other languages commonly encountered in the classroom in order to better understand and assist English language learners
- Apply knowledge of systems of the English language to assist English language learners with their acquisition of English

SUMMATIVE COURSE ASSESSMENT

A summative course assessment provides an opportunity for candidates to demonstrate that the course objectives have been met. The summative assessments for this course are the two written papers: Linguistic Analysis: Prescriptive Rule (25% of total course grade) and Linguistic Analysis: Learner Challenges (25% of total course grade).

Linguistic Analysis: Prescriptive Rule: Candidates will conduct independent research to investigate a

prescriptive rule in the English Language and contrast this rule with the *usage* of the form in English (i.e., the way that people actually speak and write using that form). To conduct the analysis, candidates are required to utilize a user-friendly corpus of American English such as the Corpus of Contemporary American English.

Linguistic Analysis: Learner Challenges: Candidates will select a first language other than English with which they are familiar or which they find in their school placement. For their independent written analysis, they will select one aspect of this language (e.g., its phonology, syntax, grammar, vocabulary) and contrast it with English to determine anticipated challenges that learners from this L1 background may face when learning English.

TEACHING STANDARDS

This course meets certain teaching standards as defined by the national Teaching English to Speakers of Other Languages (TESOL) association and/or the National Council for the Accreditation of Teacher Education (NCATE). The following table summarizes these standards and outlines the activities that candidates will do in order to be introduced to, reinforce, or master each one.

Goal/Standard	Unit(s)	I, R, M	Description	Assessment
TESOL/NCATE P12 Teacher Education Standards				
Standard 1.a. Language as a System	1-10	Introduced Reinforced	Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLS as they acquire English language and literacy in order to achieve in the content areas.	Unit readings and videos familiarize candidates with the system of the English language in all its aspects. The Study Group Sessions and Forum Postings require candidates to reflect on ways in which they as teachers can facilitate language development using their knowledge of the systems of English. In the Units' Study Group Sessions and Forum Postings, candidates analyze the ideas in the readings and videos and reflect on their own experiences with the topics based on classroom observation or their own classroom teaching. Assessment of the Forum Posting is rubric-based.
Standard 1.b. Language Acquisition and Development	1 & 5	Reinforced	Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content	Unit readings and videos familiarize candidates with current theories of second language acquisition and ways in which teachers can facilitate language

			area achievement.	development. In the Units' Study Group Sessions and Forum Postings, candidates analyze the ideas in the readings and videos and reflect on their own experiences with the topics based on classroom observation or their own classroom teaching. Assessment of the Forum Posting is rubric-based.
Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction	1-10	Reinforced	Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	Unit readings and videos familiarize candidates with a wide range of materials, resources, and techniques they can use in the second language classroom. In the Units' Study Group Sessions and Forum Postings, candidates analyze the ideas in the readings and videos. Assessment of both the Forum Posting and Lesson Plan is rubric-based.
TESOL Technology Standards				
Goal 4, Standard 1	1-10	Mastered	Language teachers use communication technologies to maintain effective contact and collaboration with peers, students, administration, and other stakeholders	Through the unit Forum Postings and file uploads, candidates interact via technology with their peers and instructor, using technology as a vibrant means of collaboration and information exchange.
Goal 4, Standard 2	5-10	Introduced	Language teachers regularly reflect on the intersection of professional practice and technological developments so that they can make informed decisions regarding the use of technology to support language learning and communication.	The two substantive written papers in the course (Linguistic Analysis: Prescriptive Rule and Linguistic Analysis:Learner Challenges) require candidates to access and assess a wide range of online linguistic resources such as linguistic corpora and cross-linguistic analysis sites; they apply the information gleaned from these sites to the learner populations they

				are working with to support and enhance their language learning.
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COURSE REQUIREMENTS

As a graduate student, it is important to complete the readings and participate in class discussions. Performance in this course is weighted heavily on the quality of participation during class sessions and of any written work submitted. Written assignments must be typed and proofread with the care that a graduate student should exhibit. All projects should demonstrate a careful processing of course lectures and readings along with a thorough understanding of appropriate methodologies of teaching English as a second/foreign language. Assignment due dates are before Class Time, unless otherwise specified. Please be aware that late assignments are accepted only in the case of serious personal emergencies and only with the prior approval of your instructor.

All written assignments in this course must be submitted in APA Style. As a USC student, candidates have online access to RefWorks 2.0, a Web-based citation manager that allows references to be imported from text files, web sites, or online databases. For information on how to access and use RefWorks, visit <http://libguides.usc.edu/RefWorks>. Useful guidance on APA formatting is also available online through Purdue's Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/resource/560/01/>

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly "class time" or contact hours for a course of this length and credit value is 3 hours 45 minutes. The expected weekly "out of class" workload for this course is approximately 7 hours 30 minutes. The following provides a description of all of the Class Time activities as well as Out-of-Class assignments that are required for this course.

Class Time (10% of total course grade)

Candidates in this course will meet for Class Time once a week for approximately 2 hours and 30 minutes. Class Times are a critical component of this course and therefore adequate preparation and regular attendance is essential. Students who must miss a Class Time should make prior arrangements with the instructor. If students are unable to attend Class Time, a recorded session of that week's Class Time may be available for viewing; however, Class Time participation credit may not be earned for viewing a recorded session. Class Time and participation is worth 10% of the overall course grade.

Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion promotes the purpose of the class. Student presentations will be a part of most class meetings. Throughout the semester the class will be divided into groups to accomplish a variety of tasks and candidates will have opportunities to talk with their instructor and each other about key topics and issues. Each Class Time meeting is worth 3 points for a total of 30 points. A *Class Time and Forum Rubric* can be found in the Course Toolbox.

In addition to the scheduled weekly Class Time, other instructor-mediated activities will comprise another approximately 30-40 minutes of contact time. These activities will include: Online Study Group Sessions in which faculty may participate; Forum Postings which faculty will mediate and respond to, student

discussion groups which the instructor will advise; and, electronic communication and feedback between faculty and all candidates regarding required papers and other assignments.

Out-of-Class Assignments

Assigned readings about theory and practice and classroom videos form the core of each week's class session. All of these readings, the video viewing, and the accompanying Forum Unit Reflection Questions should be completed before Class Time as a basis for an informed and penetrating analysis of the issues of this course. Advanced preparation for course meetings is particularly important as it contributes to engagement in purposeful academic discussion and reflection.

The out-of-class workload for this course is approximately 7 hours and 30 minutes per week. Out-of-class assignments include:

Readings

It is imperative that candidates secure the following required materials at least ONE WEEK PRIOR to the start of class. Starting with week 1, candidates will be expected to read, reflect on, and prepare to discuss assigned chapters/articles prior to Class Time. The following can be purchased at the USC bookstore or online.

- Required Textbooks
 - Curzan, A., & Adams, M. (2012). *How English works: A linguistic introduction* (3rd ed.). Boston, MA: Longman.
 - Schmitt, N., & Marsden, R. (2006). *Why is English like that? Historical answers to hard ELT questions*. Ann Arbor, MI: University of Michigan.
- ARES Electronic Reserves: Additional required readings are available via USC's ARES electronic reserve system: <https://usc.ares.atlas-sys.com/ares.dll>

Videos

Candidates are expected to view all unit videos prior to Class Time and to convening in Study Group Sessions. During Study Group Sessions, opportunity is provided to share answers to the video reflection questions and forge connections between the video content, the required readings, and any related teaching or observation experiences. Please note that some of the videos for this course may entail YouTube links which may not be available at all times. If candidates experience difficulty viewing these videos, they should contact their instructor.

Fieldwork

In the USC MAT-TESOL, the fieldwork requirement runs throughout the program. This is one of the strengths of the program, as it allows all courses to connect directly to classroom practice in a systematic fashion. At this point in the program, many candidates may be already teaching, while others will still be observing classes. But in all cases candidates are expected to have a site currently available to them. This course will make use of candidates' experiences in their fieldwork sites. Specifically, for the Forum Unit Reflection Questions due each week, one or more of the response options allows candidates to connect their fieldwork experiences with the course content. One hour per week of fieldwork is required for this class. Fieldwork can include any combination of teaching, observing, and working with English language learners individually, in small groups, or in a class.

Study Group Sessions

During weeks 2-10, candidates will participate in a student-led Study Group Session. The purpose of this

assignment is to provide candidates the opportunity to synthesize the information in each week's assigned readings/viewings and reflect on the issues raised. The Study Group Session also provides an opportunity for candidates to share any related personal experiences they have had in the classroom. Before participating in the session, candidates should complete all reading/viewing assignments and take careful notes. At the assigned time, they will then convene in the Student-Led Study Group, which may also be attended by the instructor. The recorded version of the session should be sent to the instructor by the Study Group host. All members of the Study Group are expected to fully participate and to make a meaningful contribution to the Study Group discussion. This assignment is due prior to Class Time.

Forum Posting (10% of total course grade)

Participation in a weekly Forum Posting is required. In this assignment, candidates will conduct an online collaborative discussion about their experiences and reflections related to the course content for that week. Weekly unit discussion questions will be provided. In Week 1, candidates will post individually; however, in Weeks 2-10, an alternating member of the Study Group will take responsibility for responding to one of the discussion questions based on discussions that took place during the Study Group Sessions, with all members of the Study Group receiving the same grade for the Forum Posting. A grade of up to 3 points total for each Forum Posting will be assigned, for a total of 30 points. The length of each contribution can range from one to several paragraphs, but not more than one page. Responding to other student postings is encouraged, but not required. All responses/reactions will be judged on the completeness and quality of the work. A *Class Time and Forum Rubric* can be found in the Course Toolbox. This assignment is due 24 hours prior to Class Time.

What's Hot? What's Not? Research Presentation (24% of total course grade)

This is a group project involving research into current topics of interest that linguists are writing about on Internet blog and listserv sites. During weeks 2-10, each group will select a topic from a different course unit and research that week's topic using available Internet resources. Group members will then create a slide presentation summarizing their most interesting and relevant findings. They will also determine their respective roles in the actual Class Time presentation (who will introduce the topic, who will present the various sections of the presentation, who will lead the question and answer session, etc.). The presentation should be engaging, visually attractive, and interactive. It should include a bibliography of Internet sources consulted. Also see the Course Toolbox for the *Research Guide to Online Linguistics Sites* (a suggested list of linguistic blog and listserv sources), the *Research Presentation Guide*, and the *Research Presentation Rubric*. This assignment is worth 72 points and is due as assigned.

Linguistic Analysis: Prescriptive Rule (28% of total course grade)

This assignment requires candidates to conduct independent research to investigate a prescriptive rule in the English Language and contrast this rule with the *usage* of the form in English (i.e., the way that people actually speak and write using that form). To conduct the analysis, candidates are required to utilize a user-friendly corpus of American English such as the Corpus of Contemporary American English (COCA), available at http://www.american_corpus.org/. Its different search tools allow users to investigate a wide range of questions—everything from the frequency of individual words or morphemes to the range of noun phrases that can be the subjects of a particular class of verbs. Access to COCA requires free registration; however, it is otherwise very easy to use and contains built-in help options and a user's manual. See the Course Toolbox for *How to Do a Corpus Search*, the *Prescriptive Rule Guide*, the *Prescriptive Rule Sample*, and the *Prescriptive Rule Rubric*. Candidates may also wish to view "How to Use COCA's Display Options" at <http://www.youtube.com/watch?v=c8Uz2CyfOXc>. Target length: 6-8 pages. This assignment is worth 84 points and is due before Class Time in Week 8.

Linguistic Analysis: Learner Challenges (28% of total course grade)

Candidates will select a first language other than English with which they are familiar or which they find in their school placement. For their independent written analysis, they will select one aspect of this language (e.g., its phonology, syntax, grammar, vocabulary) and contrast it with English to determine anticipated challenges that learners from this L1 background may face when learning English.

A useful resource for this assignment is *Swan & Smith's Learner English*, available in the Course Toolbox or online at <http://teachinghouse.com/myteachinghouse-static/course-forms-NuPHEZUsomIchoSyCRu/LearnerEnglish.pdf>. This text addresses most language groups that candidates will likely encounter. Other useful resources can be found in comprehensive L1/English dictionaries. In some cases, useful information may also be found online (e.g., using a search engine to query "Thai learners' problems with English"). See the Course Toolbox for the *Learner Challenges Guide* and the *Learner Challenges Rubric*. Target length: 6-8 pages. This assignment is worth 84 points and is due before Class Time in Week 10.

GRADING

All course assignments must be completed and submitted by the deadlines specified. Assignment due dates are before Class Time, unless otherwise specified. An extension or a grade of incomplete (IN) is granted only in cases of documented medical problems or family emergencies and must be requested in writing prior to the end of semester.

Assignments will be weighted as follows:

<u>Assignment</u>	<u>Points</u>	<u>% of Total Grade</u>
Attendance and participation	30	10%
Group Forum Posts	30	10%
What's Hot? What's Not? Research Presentation	72	24%
Linguistic Analysis: Prescriptive Rule	84	28%
Linguistic Analysis: Learner Challenges	84	28%
TOTAL	300	100%

Final course grades are calculated based on the grade calculation table below:

A = 95–100%	B = 83–85%	C = 73–75%	D = 63–65%
A- = 90–94%	B- = 80–82	C- = 70–72%	D- = 60–62%
B+ = 86–89%	C+ = 76–79%	D+ = 66–69%	F = 0–59%

DISTANCE LEARNING

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and

posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

< <http://www.usc.edu/student-affairs/SJACS/> >

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates

with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at:

<http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

<http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the term; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); **IX** – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to

date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE AND ASSIGNMENT OVERVIEW

Unit	Topic and Assignments	Due Date	Points
1	A Language Like English		
	<u>Required reading</u> Curzan & Adams – Chapter 1: <i>A Language Like English</i> Schmitt & Marsden – Chapter 1: <i>Why English?</i> Fillmore & Snow – <i>What Teachers Need to Know About Language</i> [Available on ARES]	By Class Time	
	<u>Required viewing</u> Crystal – <i>Global English</i> McCrum – <i>Thirteen Forum--Globish: How the English Language Became the World's Language</i> Walker – <i>The World's English Mania</i> Curzan – <i>Language and Authority</i>	By Class Time	
	<u>Unit Assignments and Activities</u>		
	Study Group	By Class Time	
	Forum Posting	24 Hrs. Before Class Time	3 pts.
	<u>Class Time</u>		3 pts.
2	The Origins of English		
	<u>Required reading</u> Curzan & Adams – Chapter 13: <i>History of English: Old to Early Modern English</i> Schmitt & Marsden – Chapter 2: <i>A Brief History of the English Language: A Language Evolves in a Changing World</i>	By Class Time	
	<u>Required viewing</u>	By Class Time	

	<p>Open University – <i>A History of the English Language in Ten Animated Minutes</i></p> <ul style="list-style-type: none"> • Chapter One: <i>Anglo Saxon</i> • Chapter Two: <i>The Norman Conquest</i> • Chapter Three: <i>Shakespeare</i> • Chapter Four: <i>The King James Bible</i> • Chapter Five: <i>The English of Science</i> • Chapter Six: <i>English and the Empire</i> • Chapter Seven: <i>The Age of the Dictionary</i> • Chapter Eight: <i>American English</i> <p>Brinton – <i>Why is Knowledge of the History of English Important for English Language Teachers?</i></p> <p><u>Unit Assignments and Activities</u></p> <p>Study Group</p> <p>Forum Posting</p> <p>What’s Hot? What’s Not? Research Presentation (Group 1)</p> <p><u>Class Time</u></p>	<p>By Class Time</p> <p>24 Hrs. Before Class Time</p> <p>24 Hrs. Before Class Time</p>	<p>3 pts.</p> <p>3 pts.</p>
3	<p>Phonology</p> <p><u>Required reading</u></p> <p>Curzan & Adams – Chapter 3: <i>English Phonology</i></p> <p>Schmitt & Marsden – Chapter 5: <i>The Sounds of English</i></p> <p><u>Required viewing</u></p> <p>Underhill – <i>Introduction to Pronunciation Teaching Workshop</i></p> <p>Gilbert - <i>Phonology</i></p> <p><u>Unit Assignments and Activities</u></p> <p>Study Group</p> <p>Forum Posting</p> <p>What’s Hot? What’s Not? Research Presentation (Group 2)</p> <p><u>Class Time</u></p>	<p>By Class Time</p> <p>By Class Time</p> <p>By Class Time</p> <p>24 Hrs. Before Class Time</p> <p>24 Hrs. Before Class Time</p>	<p>3 pts.</p> <p>3 pts.</p>
4	<p>Morphology</p> <p><u>Required reading</u></p> <p>Curzan & Adams – Chapter 4: <i>English Morphology</i></p> <p>Schmitt & Marsden – Chapter 4: <i>English Vocabulary: Why Are There</i></p>	<p>By Class Time</p>	

	<u>Required viewing</u> Stewart – <i>Semantics</i> Cook – <i>Words for Wine</i> The Brian Lehrer Show – <i>Word play</i> <u>Unit Assignments and Activities</u> Study Group Forum Posting What’s Hot? What’s Not? Research Presentation (Group 5) Getting Started! Linguistic Analysis: Learner Challenges <u>Class Time</u>	By Class Time By Class Time 24 Hrs. Before Class Time 24 Hrs. Before Class Time By Class Time	 3 pts. 3 pts.
7	Spoken Discourse and Pragmatics <u>Required reading</u> Curzan & Adams – Chapter 8: <i>Spoken Discourse</i> Plag et al. – Chapter 6: <i>Studying Language in Use: Pragmatics</i> [Available on ARES] <u>Required viewing</u> Pinker – <i>Language as a Window into Human Nature</i> Pinker – <i>Language and Thought</i> <u>Unit Assignments and Activities</u> Study Group Forum Posting What’s Hot? What’s Not? Research Presentation (Group 6) <u>Class Time</u>	By Class Time By Class Time By Class Time 24 Hrs. Before Class Time 24 Hrs. Before Class Time	 3 pts. 3 pts.
8	Dialects and Language Variation <u>Required reading</u> Curzan & Adams – Chapter 11: <i>Language Variation</i> Schmitt & Marsden – Chapter 7: <i>English Around the World: How is English Different in Various Countries Around the World?</i> <u>Required viewing</u> Crystal – <i>Which English?</i> Crystal – <i>Is Control of English Shifting Away from American and</i>	By Class Time By Class Time	

	<p><i>British English?</i> Crystal – <i>What Are Your Views on the Trajectory of Indian English?</i></p> <p><u>Unit Assignments and Activities</u></p> <p>Study Group</p> <p>Forum Posting</p> <p>What’s Hot? What’s Not? Research Presentation (Group 7)</p> <p>Linguistic Analysis: Prescriptive Rule</p> <p><u>Class Time</u></p>	<p>By Class Time</p> <p>24 Hrs. Before Class Time</p> <p>24 Hrs. Before Class Time</p> <p>By Class Time</p>	<p>3 pts.</p> <p>84 pts.</p> <p>3 pts.</p>
9	<p>Regional and Social Variation</p> <p><u>Required reading</u> Curzan & Adams – Chapter 12: <i>American Dialects</i> Yule - Chapter 18: <i>Language and Regional Variation</i> [Available on ARES] Yule – Chapter 19: <i>Language and Social Variation</i> [Available on ARES]</p> <p><u>Required viewing</u> Point of View – <i>American Tongues</i> WHRO/PBS – <i>Code-Switching</i></p> <p><u>Unit Assignments and Activities</u></p> <p>Study Group</p> <p>Forum Posting</p> <p>What’s Hot? What’s Not? Research Presentation (Group 8)</p> <p><u>Class Time</u></p>	<p>By Class Time</p> <p>By Class Time</p> <p>By Class Time</p> <p>24 Hrs. Before Class Time</p> <p>24 Hrs. Before Class Time</p>	<p>3 pts.</p> <p>3 pts.</p>
10	<p>The Future of English</p> <p><u>Required reading</u> Curzan & Adams – Chapter 2: <i>Language and Authority</i> Curzan & Adams – Chapter 14: <i>History of English: Modern and Future English</i> Schmitt & Marsden – Chapter 8: <i>English in the Future: Whither is English Going?</i></p>	<p>By Class Time</p>	

COURSE SCHEDULE

UNIT 1: A LANGUAGE LIKE ENGLISH

Objectives

Upon completion of this unit, candidates will be prepared to:

- identify the factors that make English unique as a language
- define the role that English plays in the world today and articulate the reasons that it has assumed the role of a world language
- describe the mechanics of language change
- articulate the reasons that language teachers need to know about language

Key Questions

- How does human language differ from animal language?
- How does language change?
- Which other languages are related to English?
- Why are certain accents discriminated against?
- What is Globish?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are your expectations of this course?
2. What are the most interesting facts about language and authority that you have taken away from this week's readings/videos? Explain why.
3. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 1: A language like English. In *How English works: A linguistic introduction* (3rd ed., pp. 1-30). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 1: Why English? Why are we teaching English and not some other language? In *Why is English like that? Historical answers to hard ELT questions* (pp. 1-15). Ann Arbor, MI: University of Michigan.
- Fillmore, L. W., & Snow, C. E. (2000, August). *What teachers need to know about language*. Washington, DC: Eric Clearinghouse on Languages and Linguistics. [Available on ARES.]

Required viewing

- Crystal, D. (2010, April 19). Global English. [Video file]. Retrieved from <http://www.macmillanglobal.com/blog/teaching-tips/david-crystal-english-as-a-global-language>
- McCrum, R. (2010, June). Thirteen forum--Globish: How the English language became the world's language. Retrieved from <http://video.whro.org/video/1523232018/#>
- Walker, J. (2009, May). The world's English mania. [Video file]. Retrieved from http://www.ted.com/talks/jay_walker_on_the_world_s_english_mania.html
- Curzan, A. (2011, August 4). Language and authority.

UNIT 2: THE ORIGINS OF ENGLISH

Objectives

Upon completion of this unit, candidates will be prepared to:

- Analyze the substantial changes that the English language has undergone to become the language we know today
- Identify the origins of English and the major historical shifts in its development
- Understand the basis for the lexical, phonological, and grammatical categories of modern-day English

Key Questions

- What are the origins of English?
- What historical and geographic forces have shaped the English language?
- How have English grammar, vocabulary, spelling, and pronunciation changed over time?
- To what extent is a knowledge of the history of English pertinent to teaching English as a second/foreign language?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about the history of English that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
4. Discuss three factors that significantly changed the course of the history of English.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 1)

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 13: History of English: Old to early modern English. In *How English works: A linguistic introduction* (3rd ed., pp. 417-455). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 2: A brief history of the English language: A language evolves in a changing world. In *Why is English like that? Historical answers to hard ELT questions* (pp. 16-41). Ann Arbor, MI: University of Michigan.

Required viewing

- The Open University. (2011) A history of the English language in ten animated minutes. [Video file]. Retrieved from <http://www.visualnews.com/2011/07/07/the-history-of-english-in-10-minutes/>
 - Chapter One: *Anglo Saxon*
 - Chapter Two: *The Norman Conquest*
 - Chapter Three: *Shakespeare*
 - Chapter Four: *The King James Bible*
 - Chapter Five: *The English of science*
 - Chapter Six: *English and the empire*
 - Chapter Seven: *The age of the dictionary*
 - Chapter Eight: *American English*
- Brinton, L. (2011, August 1). Why is knowledge of the history of English important for English language teachers?

UNIT 3: PHONOLOGY

Objectives

Upon completion of this unit, candidates will be prepared to:

- Describe the lack of systematicity in the English spelling system
- Explain the articulatory system as it relates to the production of English vowel and consonant sounds
- Differentiate between phonemes and their allophonic variations
- Provide details on English segmentals and suprasegmentals
- Identify the various types of reductions that are common in rapid native-speaker speech

Key Questions

- What is meant by the statement that English lacks a sound-spelling correspondence and what are the implications of this for English language teaching?
- Why do we need a phonetic alphabet?
- How are the vowels and consonants of English produced?
- What common difficulties in pronunciation are encountered by English language learners?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about English phonology that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 2)

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 3: English phonology. In *How English works: A linguistic introduction* (3rd ed., pp. 62-97). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 5: Why does the pronunciation of English vary, and why doesn't it always match the spelling? In *Why is English like that? Historical answers to hard ELT questions* (pp. 16-41). Ann Arbor, MI: University of Michigan.

Required viewing

- Underhill, A. (2011, March 4). Introduction to pronunciation teaching workshop. Retrieved from <http://vodpod.com/watch/6465511-introduction-to-teaching-pronunciation-workshop-adrian-underhill-complete>
- Gilbert, J. B. (2011, August 6). Phonology.

UNIT 4: MORPHOLOGY

Objectives

Upon completion of this unit, candidates will be prepared to:

- articulate the distinction between analytic and synthetic languages
- differentiate between open and closed classes of morphemes
- describe the process of affixation and provide examples of other processes at work in language change
- explain borrowing as it relates to the multicultural vocabulary of English
- recognize slang as a creative language process and provide examples

Key Questions

- What is morphology?
- Where have English words come from?
- How do similar words of different origin differ in meaning?
- Which linguistic processes are involved in the creation of new word forms?
- How many words does it take to communicate in a language?
- What is the size of the English lexicon?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about English morphology that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 3)

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 4: English morphology. In *How English works: A linguistic introduction* (3rd ed., pp. 98-127). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 4: English vocabulary: Why are there so many words, and where do they come from? In *Why is English like that? Historical answers to hard ELT questions* (pp. 78-110). Ann Arbor, MI: University of Michigan.

Required viewing

- Equinox Films. (2005). The human language series: What is a word? [Video file]. Retrieved from <http://www.uga.edu/lisava/Topics/Morphology/Morphology.html>
- Bloggingheadstv. (2009, Bloggingheads: Of Cronketers and corpora, of fishapods and FAIL. [Video file]. Retrieved from <http://languagelog.ldc.upenn.edu/nll/?p=1684>

UNIT 5: SYNTAX

Objectives

Upon completion of this unit, candidates will be prepared to:

- define open- and closed-class lexical categories
- discuss descriptive vs. prescriptive rules as well as formal vs. functional grammar
- differentiate between linguistic form and function
- apply the form, meaning, use distinction in teaching grammar to second language students

Key Questions

- What is syntax?
- Why are prescriptive grammar rules taught in school?
- Why do some nouns not form their plural with -s?
- What is the origin of the English irregular verb system?
- How is English grammar continuing to change?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about English syntax that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 4)

Getting Started! Linguistic Analysis: Prescriptive Rule

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 5: English syntax: The grammar of words. In *How English works: A linguistic introduction* (3rd ed., pp. 128-162). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 3: English grammar: Why are there so many irregular forms in English grammar? In *Why is English like that? Historical answers to hard ELT questions* (pp. 42-77). Ann Arbor, MI: University of Michigan.

Required viewing

- Equinox Films. (2005). The human language series—Episode 3: Syntax. [Video file]. Retrieved from <http://www.uga.edu/lcava/Topics/Syntax/Syntax.html>
- Annenberg Media. (1999). The mind—Episode 27: Animal language. [Video file]. Retrieved from <http://www.learner.org/resources/series150.html?pop=yes&pid=1634>

UNIT 6: SEMANTICS

Objectives

Upon completion of this unit, candidates will be prepared to:

- discuss the role of context in semantic processing
- explain the history of theories of reference
- explicate the concept of a mental lexicon
- define the concept of lexical field and provide examples
- explicate the various types of semantic relationships (e.g., hyponyms, homonyms)
- recognize the intersection of semantics, syntax, and discourse

Key Questions

- What is semantics?
- How are word associations triggered?
- What is politically correct language?
- Is a metaphor only a literary device?
- How do the creators of dictionaries and thesauruses determine meaning differences?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about English semantics that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 5)

Getting Started! Linguistic Analysis: Learner Challenges

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 7: Semantics. In *How English works: A linguistic introduction* (3rd ed., pp. 202-235). Boston, MA: Longman.
- Plag, I., Braun, M., Lappe, S., & Schramm, M. (2009). Chapter 5: The meaning of words and sentences: Semantics. In *Introduction to English linguistics* (2nd ed., pp. 140-175). New York, NY: Mouton de Gruyter. [Available on ARES]

Required Viewing

- Stewart, J. (2005, June 27). Semantics. [Video file]. Retrieved from <http://www.thedailyshow.com/watch/mon-june-27-2005/semantics>
- Cook V. (2009). It's all in a word: Words for wine. [Video file]. Retrieved from <http://www.videosurf.com/video/it%27s-all-in-a-word-words-for-wine-1243968789>
- The Brian Lehrer Show. (2010, May 27). Word play. [Video file]. Retrieved from <http://www.wnyc.org/shows/bl/2010/may/27/word-play/>

UNIT 7: SPOKEN DISCOURSE AND PRAGMATICS

Objectives

Upon completion of this unit, candidates will be prepared to:

- explain the concept of speech acts and differentiate between direct and indirect acts
- identify discourse markers along with examples of cohesion and coherence
- provide a classification of speech acts and describe how speakers use speech acts to communicate their intent
- define the various pragmatic principles and provide examples of each
- illustrate the dynamics of conversational turn-taking, maintenance, and repair

Key Questions

- What is discourse?
- What are the differences between spoken and written discourse?
- What are speech acts?
- What are the rules governing conversational exchanges?
- Do men and women speak differently?
- Why is it important for second language learners to know about pragmatics?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about the study of discourse and English pragmatics that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 6)

Required Reading/Viewing

- Curzan, A., & Adams, M. (2012). Chapter 8: Spoken discourse. In *How English works: A linguistic introduction* (3rd ed., pp. 236-273). Boston, MA: Longman.
- Plag, I., Braun, M., Lappe, S., & Schramm, M. (2009). Chapter 6: Studying language in use: Pragmatics. In *Introduction to English linguistics* (2nd ed., pp. 176-209). New York, NY: Mouton de Gruyter. [Available on ARES]

Required viewing

- Pinker, S. (2011, February 14). Language as a window into human nature. [Video file]. Retrieved from <http://www.videosurf.com/video/rsa-animate-language-as-a-window-into-human-nature-1259676527>
- Pinker, S. (2007, September 9). Language and thought. [Video file]. Retrieved from http://www.ted.com/talks/steven_pinker_on_language_and_thought.html

UNIT 8: DIALECTS AND LANGUAGE VARIATION

Objectives

Upon completion of this unit, candidates will be prepared to:

- differentiate languages from dialects and standard from nonstandard dialects
- explain the major factors in language variation within speech communities
- differentiate between pidgins and creoles
- illustrate the concept of code switching and explain its social significance
- define inner, outer, and expanding circle English

Key Questions

- What is a dialect?
- Is there a Standard English?
- What are the main differences between British and American English?
- What are the primary dialects of English spoken around the world?
- What are the new world Englishes that are developing?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about English dialects and language variation that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 7)

Linguistic Analysis: Prescriptive Rule

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 11: Language variation. In *How English works: A linguistic introduction* (3rd ed., pp. 346-376). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 7: English around the world: How is English different in various countries around the world? In *Why is English like that? Historical answers to hard ELT questions* (pp. 171-206). Ann Arbor, MI: University of Michigan.

Required viewing

- Crystal, D. (2009, December 24). Which English? [Video file]. Retrieved from <http://www.macmillanglobal.com/blog/teaching-tips/which-english-should-we-teach-david-crystal>
- Crystal, D. (2010, July 27). Is control of English shifting away from American and British English? [Video file]. Retrieved from <http://www.macmillanglobal.com/blog/author-blog/new-david-crystal-global-english-interview-videos>
- Crystal, D. (2010, July 27). What are your views on the trajectory of Indian English? Retrieved from <http://www.macmillanglobal.com/blog/author-blog/new-david-crystal-global-english-interview-videos>

UNIT 9: REGIONAL AND SOCIAL VARIATION

Objectives

Upon completion of this unit, candidates will be prepared to:

- articulate the ways in which language differs regionally and socially
- explain the boundaries that mark the different major dialect areas of American English
- provide examples of lexical, phonological, syntactic, and morphological differences that characterize these dialects
- explain and give examples of style and register shifting
- differentiate between slang, jargon, and vernacular varieties of language

Key Questions

- What is meant by regional and social variation?
- What are the various regional varieties of American English?
- How are these varieties marked?
- What factors characterize a speech community?
- What is style or register shifting?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about regional and social variation in English that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.
4. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
5. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

What's Hot? What's Not? Research Presentation (Group 8)

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 12: American dialects. In *How English works: A linguistic introduction* (3rd ed., pp. 377-416). Boston, MA: Longman.
- Yule, G. (2010). Chapter 18: Language and regional variation. In *The study of language* (4th ed., pp. 239-252). New York, NY: Cambridge University Press. [Available on ARES]
- Yule, G. (2010). Chapter 19: Language and social variation. In *The study of language* (4th ed., pp. 253-265). New York, NY: Cambridge University Press. [Available on ARES]

Required viewing

- Point of View. (1988, July 5). American tongues. [Video file]. Retrieved from <http://www.pbs.org/pov/american tongues/watch.php>
- WHRO Documentary. (2011, January 3). Code switching. Retrieved from <http://video.whro.org/video/1719748252>

UNIT 10: THE FUTURE OF ENGLISH

Objectives

Upon completion of this unit, candidates will be prepared to:

- recognize issues of authority in language usage
- articulate the difference between prescriptive and descriptive language
- employ corpora to research and gain information on English usage
- identify trends in and factors affecting the ongoing evolution of the English language
- enumerate the ways in which these prevailing trends and issues impact the teaching and learning of English both in English-medium and non-English-medium countries

Key Questions

- Who controls what is considered “standard” English?
- What has been the impact of corpus linguistics on linguistic research? How can it be used as a tool by language teachers?
- What information can we glean from the history of English about its lexical and grammatical systems? How can this information help teachers of ESL/EFL better explain the nuances of English?
- What is the future of English as a world language?

Assignments

Study Group

Forum Posting

Respond to one of the questions below in not more than one page. Post your answers to the Forum.

1. What are the most interesting facts about the future of English that you have taken away from this week's readings/videos? Explain why.
2. Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.
3. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.
4. Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?
5. The "ownership" of English today is often contested. What is your personal opinion on the question "Who owns English?"

What's Hot? What's Not? Research Presentation (Group 9)

Linguistic Analysis: Learner Challenges

Required Reading/Viewing

Required reading

- Curzan, A., & Adams, M. (2012). Chapter 2: Language and authority. In *How English works: A linguistic introduction* (3rd ed., pp. 31-61). Boston, MA: Longman.

- Curzan, A., & Adams, M. (2012). Chapter 14: History of English: Modern and future English. In *How English works: A linguistic introduction* (3rd ed., pp. 456-486). Boston, MA: Longman.
- Schmitt, N., & Marsden, R. (2006). Chapter 8: English in the future: Whither is English going? In *Why is English like that? Historical answers to hard ELT questions* (pp. 207-216). Ann Arbor, MI: University of Michigan.

Required viewing

- Crystal, D. (2010, January 27). How is the Internet changing language today? [Video file]. Retrieved from <http://www.macmillanglobal.com/blog/teaching-tips/how-is-the-internet-changing-language-today-david-crystal>
- The Open University. (2011) A history of the English language in ten animated minutes. [Video file]. Retrieved from <http://www.visualnews.com/2011/07/07/the-history-of-english-in-10-minutes/>
 - Chapter Nine: *Internet English*
 - Chapter Ten: *Global English*
- Ryan, P. (2011, March). Don't insist on English. [Video file]. Retrieved from http://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english.html