Fall 2015
Course Number: ENGL 140R (Section 07)
Course Name: The Use of English
Instructor: Lacey Beer
Email: l2beer@uwaterloo.ca
Class Times/Location: Tues 6:30-9:20 pm / REN 1928
Office Hours: By Appointment Only (Location TBA)

“‘English’ is still a place populated by natives and nonnatives alike whose borders are, admittedly, subject to dispute and whose internal characteristics are admittedly diverse”

- Bruce Horner, “Reworking English”

"English is best defined as an unstable process kept alive by the intense intra-and international struggle between and across English and diverse languages and across diverse standardized Englishes."


“[W]e need to recognize that language practices are emergent.”

- Marilyn Cooper, “The Being of Language”

Course Description:
Many of us are under the false impression that there is a universal Standard Academic English (SAE). For the most part, English-Only policies populate the North American academy and workplace. However, English is in fact what Min-Zhan Lu calls a “living” language or a language that is constantly evolving and challenging standardized usages. Language diversity challenges linguistic imperialism or dominant language ideologies. Beginning with an exercise that explores Lu’s “Living-English” we will study and evaluate language as it used for a variety of purposes (i.e. colloquial, political, literary, academic, and journalistic) in order to develop critical awareness as well as oral presentation, editing and writing skills.
Course Objectives:

• To critique standardized language practices
• To critically analyze diverse types of writing
• To produce writing across diverse genres
• To develop oral presentation and writing skills
• To re-evaluate editorial roles

Required Texts (available via. UW Bookstore):

ENGL 140 Courseware

Friends from the Other Side/Amigos del otro lado, Anzaldúa, Gloria (Children's Book Press, 1997)

Course Requirements and Assessments:

Participation (20%)

In-Class Participation includes ongoing individual participation, group activities, peer editing sessions, and in-class writing tasks. Attendance is key as is active class involvement, familiarity with assigned readings, and completion of assigned tasks.

English as Emergent Exercise (5%)

Your task is to find a neologism (i.e. a new word or phrase) that has been introduced since the new millennium in popular culture (e.g. rap songs, television series, Oxford English Dictionary (OED), etc.). In a 2-3 minute class presentation, you will identify your source and context and explain the significance (cultural, political, social, and/or economic) of your chosen neologism.

Reflection Exercise (15%)

In 1-2 pages, write about your experience with language in and outside of the academy. Are you a native English speaker in the home? Do you speak a language other than English in the home? Do you shuttle between languages in the home? How do you adapt yourself in academic environments? Online communities? What do these changes suggest?
Quizzes (2 x 4 = 10%)

You will have one quiz at the beginning of the semester that deals with mistakes versus errors. At the end of the semester you will have a quiz on the subject of citations in MLA formatting.

News Media Sharing (10%)

Your task is to explore current news media (newspapers, magazines, radio, television, online newspapers, etc.) on language difference in Canada and find a topic of interest. In a short 10-minute presentation you will provide a brief summary of your chosen article. You will then proceed to identify the reporter’s role in reporting this news, the reporter’s reasons for reporting this news (why is it considered national news?), and the reporter’s obligations to his/her stories and readers.

Journalistic Piece (20%)

Familiarize yourself with Imprint, UW's on-campus newspaper, or The Cord, Laurier’s on-campus newspaper. Choose a pressing topic of interest and pretend you are a student journalist. Write a short 1-page journalistic piece using appropriate formatting. Before you begin writing, consider your target audience and the conventions of journalism.

Remember: You are NOT writing an editorial.

Literary Analysis (20%)

Using the research skills acquired in Week 10 consult scholarly and peer-reviewed sources on Gloria Anzaldúa’s Friends from the Other Side / Amigos del Otro Lado to help you write a nuanced literary analysis. Your essay should discuss form, themes, language, and appropriate literary devices as they relate to course material and discussions as well as independent research. Ensure you have a solid thesis before you begin writing.
## Schedule: Fall 2015

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<thead>
<tr>
<th>Week #</th>
<th>Readings and Assignments</th>
<th>In-Class Activities</th>
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| Week 1 | Min-Zhan Lu’s “Living-English Work”  
Suresh Canagarajah’s “English as Translingual” | Course Introduction  
English as Translingual  
Classroom Dictionary Activity |
| Week 2 | **English as Emergent Exercise Due!** | English in Popular Culture: Neologisms  
Share English as Emergent Exercise |
| Week 3 | Vershawn Young’s “Nah We Straight: An Argument Against Code-Switching” | English in Politics: Standard or Nonstandard?  
Obama’s Speech Analysis  
(Video + Group Work) |
| Week 4 | Guest Lecture: Vershawn Young  
Suresh Canagarajah’s “A Rhetoric of Shuttling between Languages” | Code-Meshing in the Classroom  
From “Standard Academic English” to Code-Meshing Exercise  
SE vs. Code-Meshing Debate |
| Week 5 | Peter Elbow’s “Ranking, Liking, and Evaluating: Sorting Out Three Forms of Judgment” | Mindful Editing  
Errors vs. Mistakes Debate |

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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Discussion of Writing</th>
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<td>Week 6</td>
<td>View the “Journalism and Journalistic Writing” unit available at <a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></td>
<td>Discussion of Journalistic Writing</td>
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<td>Melissa Lee’s “Shifting to the World Englishes Paradigm by Way of the Translingual Approach”)</td>
<td>Share News Media</td>
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<td>Week 7</td>
<td>Nichole E. Stanford’s “Publishing in the Contact Zone: Strategies from the Cajun Canaille”</td>
<td>English in Academic Writing</td>
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<td>Bring 4 Copies of Draft of Journalistic Piece</td>
<td>Peer Editing Session 1</td>
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<td>Week 8</td>
<td>Gloria Anzaldúa’s “How to Tame a Wild Tongue”</td>
<td>Article Analysis</td>
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<td>Journalistic Piece Due</td>
<td>Genre Blending</td>
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<td>Quiz: Errors vs. Mistakes</td>
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<td>Week 9</td>
<td>View “Writing a Literary Analysis Presentation” available at <a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></td>
<td>English in Literature</td>
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<td>Read Gloria Anzaldúa’s <em>Friends from the Other Side / Amigos del Otro Lado</em></td>
<td>Writing Essays about Literature</td>
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<td>Thesis Writing</td>
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<td>Week 10</td>
<td>Brian Ray’s “A Progymnasmata for Our Time: Adapting Classical Exercises to Teach Translingual Style”</td>
<td>Library Workshop</td>
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<td>Literary Analysis Thesis Due</td>
<td>Citations in MLA Style</td>
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<td>Sign-up For Individual Meeting</td>
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<td>Week 11</td>
<td>Bring Draft of Literary Analysis</td>
<td>Quiz: Citations in MLA Individual Meetings</td>
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<td>Week 12</td>
<td>Bring 4 Copies of Revised Draft of Literary Analysis</td>
<td>Peer Editing Session 2</td>
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<td>Week 13</td>
<td>Final Literary Analysis Due</td>
<td>Course Wrap-Up</td>
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**Course Policies:**

**Communication:** I encourage you to contact me with any course-related or personal questions by email at l2beer@uwaterloo.ca. Please use your UW email account for the purposes of communication. I aim to respond to your emails within 48 hours, with the exception of weekends. I ask that you review the course syllabus and other assignment instructions carefully before sending any clarifying questions. Emails should be succinct, respectful, and professional. Missed course material should be retrieved through fellow classmates. I **WILL NOT** provide copies of slides or lecture notes. For serious matters (e.g. negotiating a deadline, discussing an assignment or grade, requesting an extension), you should arrange an appointment during my regular office hours (see front page of the course syllabus).


**Assignment Return:** My normal turn-around time for assignments is 1-2 weeks. Late papers will abide by the same principle.

**Late Work**

Late assignments will be penalized 3% per day, including weekends, up to a maximum of one week past the deadline. Papers submitted after that time span will receive a zero. Extensions are only permissible under extenuating circumstances. In the case of illness, medical documentation must be provided (i.e. a doctor’s note). Requests for extension should, preferably, be filed in advance (i.e. 48 hours if possible) and in person during office hours. Final essays will not be accepted after December 7, 2014.

**Electronic Device Policy**
ENGL 140R is not an online course. LEARN will be used as a supplementary site for the uploading of the course syllabus and course assignments. LEARN may also be used for voluntary group discussions and posting of further reading. All assignments must be submitted electronically via LEARN and Turnitin and in print to the instructor.

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.
Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo for more information.

**Attendance Policy**

Attendance is mandatory. Please remember that in-class participation constitutes 20% of your final grade. As ENGL 140R (Fall 2015) is not an online course, participation on LEARN discussion boards will not be graded.

**Divisional Policies:**

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

**Academic Integrity:**

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts’ grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

*Note for students with disabilities:* The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

**A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Harassment and Discrimination Officer at c7mcmillan@uwaterloo.ca (519-884-4404, ext. 28723).