Course Description

There is not just one English but in fact many global and regional variations of it. English is owned not only by its native speakers but by all its users around the world. Today, these notions have become increasingly widely accepted among scholars and educators. What do these concepts mean for English majors and minors who are future politicians, teachers, journalists, lawyers, and businessmen? The spread of English, from Britain to the rest of the world, is deeply entrenched in colonialism and globalization. As it spread, English entered the literature of many nations. This class will examine how the English language has been utilized in literature over the last two centuries and how it has transformed in the process. We will take a close look at the characteristics of Chinese English and African American English and draw implications from them for English literacy education in the United States. The class will have opportunity to interact with overseas college students to explore together the teaching and learning of English as an international language.

Course assignments include readings, talking points, and a term paper investigating English in literature, education, and everyday life. You need to complete required readings before class. For the talking points, you will make notes on our readings every week and prepare them for class discussions. For the research project, you will first prepare a research proposal (about 500 words), then a literature review and methodology paper (about 1000 words) and an analysis paper (about 1000 words), and finally a final research paper (about 3000 words). Please use the standards set by *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric* in your own research and writing.

Talking Points

You are required to make notes on our readings for each meeting. These should be meaningful notes to you, so they do not need to be especially formal. Notes can include questions, extensions, rebuttals, or the beginnings of writing ideas. Bring these notes to class with you, and be prepared to use these notes to *talk from* during class. Talking points should be about one page in length every week. They do not need to be in a formal, essayist style. Notes can be sentence or paragraph length statements. Be sure to include any page numbers you are discussing so that you can reference passages during our discussions.

Border-Crossing Activity

In the beginning of the semester, you will be introduced to a selected group of college students in China. You will be invited to assess their writings together with their teachers. You are encouraged to comment on every essay online critically and independently. In the second half of the semester, you will make your writing available online, and the Chinese students will give you comments and suggestions. It is hoped that you will gain a firsthand understanding of rhetoric, communication, and English in a transnational context.
Final Research Paper

You will need to complete a research paper by the end of the semester. To help you write such a paper, several small papers will be assigned along the way. You will first write a research proposal to explain your research topic. Next, you will write a literature review and methodology paper to review published scholarship on your topic and to introduce the method that you will use to conduct your study. In the analysis paper, you will analyze a set of data that you have collected to answer your research questions. In your final paper, you will synthesize your early papers and report your findings. You will post your drafts online and receive feedback from both the Chinese students and the instructor. You are encouraged to discuss your topic with me at any stage of your writing. Prepare a ten-minute presentation from this paper for our end-of-semester mini-conference.

Course Policies

The usual policies apply. I reserve the right to lower attendance points for absences over a reasonable number (say, two absences). I will also turn down requests to turn in assignments late.

Grades

- Attendance - 10 points
- Border-crossing activity - 10 points
- Talking points - 30 points
- Research proposal - 10 points
- Literature review and methodology paper - 10 points
- Analysis paper - 10 points
- Final paper - 20 points

Required Texts

The following texts are required. The books are available at both Penn State Bookstore and Student Bookstore.


Course Schedule

- 1/11  Introduction
- 1/13  “It Takes a Rhetorical Village” (Hubbard)
         “‘Eating Fresh’ in America” (Lundgren)
1/15 “Bilingual Creativity in Chinese English” (Zhang)
1/18 Martin Luther King Day
1/20 Things Fall Apart, p. 1-74
1/22 Things Fall Apart, p. 75-142
1/25 Things Fall Apart, p. 143-209
1/27 Caliban’s Voice, Introduction and Chapter 1
1/29 Caliban’s Voice, Chapter 2
2/1 Caliban’s Voice, Chapter 3
2/3 Caliban’s Voice, Chapter 4
2/5 Waiting, p. 1-70
2/8 Waiting, p. 71-139
2/10 Waiting, p. 141-220
2/12 Waiting, p. 221-308
2/15 Caliban’s Voice, Chapter 5
2/17 Caliban’s Voice, Chapter 6
2/19 Caliban’s Voice, Chapter 7, 8
2/22 Caliban’s Voice, Chapter 9
2/24 Spoken Soul, Chapter 1, 2
2/26 Spoken Soul, Chapter 3, 4
3/1 Spoken Soul, Chapter 5, 6
3/3 Spoken Soul, Chapter 7, 8
3/5 **Due: Research Proposal**

Research Workshop I

3/8-12 Spring Break
3/15 TBA
3/17 Library Research
3/19 Library Research
3/22 Spoken Soul, Chapter 9, 10
3/24 Spoken Soul, Chapter 11, 12
3/26 **Due: Literature Review and Methodology Paper**

Research Workshop II

3/29 Writing in the Devil’s Tongue, Introduction
3/31 Writing in the Devil’s Tongue, Chapter 1
4/2 Writing in the Devil’s Tongue, Chapter 2
4/5 Writing in the Devil’s Tongue, Chapter 3
4/7 Writing in the Devil’s Tongue, Chapter 5
4/9 Writing in the Devil’s Tongue, Chapter 6
4/12 **Due: Analysis Paper**

Research Workshop III

4/14 Voices of the Self, Chapter 1, 2
4/16 Voices of the Self, Chapter 3, 4
4/19 Voices of the Self, Chapter 5, 6
4/21 Voices of the Self, Chapter 7, 8
4/23 Voices of the Self, Chapter 9
4/26-30 Presentations
5/3 **Due: Final Research Paper**
Young Scholars in Writing

Submission Guidelines

SUBMISSIONS FOR VOLUME 7 WILL BE ACCEPTED BEGINNING JANUARY 30, 2009.
PLEASE DO NOT SUBMIT YOUR WORK FOR ANY OF THE FOLLOWING FEATURES BEFORE JANUARY 30, 2009.

GUIDELINES FOR SUBMISSIONS FOR ADVANCED UNDERGRADUATE RESEARCH

Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric is a refereed journal dedicated to publishing research articles written by undergraduates in a wide variety of disciplines associated with rhetoric and writing. It is guided by these central beliefs: (1) that research can and should be a crucial component of rhetorical education and (2) that undergraduates engaged in research about writing and rhetoric should have opportunities to share their work with a broader audience of students, scholars, and teachers through national publication.

Young Scholars in Writing seeks theory-driven and/or research-based submissions from undergraduates on the following topics: writing, rhetoric, composition, professional writing, technical writing, business writing, discourse analysis, writing technologies, peer tutoring in writing, writing process, writing in the disciplines, and related topics. Submissions to this refereed journal should be 10-25 double-spaced pages in MLA format. Essays exceeding 25 pages will not be considered.

Please submit an electronic copy of manuscript in Microsoft Word to Dr. Jane Greer at greerj@umkc.edu.

- Author’s name must not appear on the manuscript.
- Submissions should be 10-25 double-spaced pages in MLA format. Essays exceeding 25 pages will not be considered.
- Send a separate file which includes author’s name, address, institutional affiliation, email address, and phone number.
- Indicate in your email that your submission is for the Advanced Research feature.
- All submissions must be accompanied by a professor’s note that the essay was written by the student. The professor should email this note to Dr. Jane Greer at greerj@umkc.edu.