TRANSLINGUAL WRITING AND TRANSCULTURAL COMMUNICATION IN GLOBALIZATION

Course: English 597A
Time: W6:35P – 9:35P
Location: 7 Burrowes
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TR 10-11A or by appt.

COURSE DESCRIPTION
The global flows of capital, information, cultural products, and people have increasingly made us aware of our multilingual reality. Language use in our classrooms and communities has always been multilingual rather than monolingual. Around the globe, most people speak more than one language, or speak more than one variation of these languages. In addition, these languages and texts are constantly changing as they come into contact with each other. Even for native speakers of English, writing involves a negotiation of diverse codes and discourses. The construct — translingual — captures the notion that writing and communication go beyond the separation of languages into static and monolithic products. What does the translingual perspective mean for research and teaching in applied linguistics, communication, education, and English studies? Adopting a translingual approach, this class will examine creativity, meaning construction, and genre norms in literary and non-literary writing. The course will lead to reconfiguring disciplinary constructs in composition, applied linguistics, speech communication, and literature to accommodate translingual communication.

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 single-space 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. In class, you may be asked to read your notes aloud to initiate discussions. The talking points will not be graded but will be collected at the end of each meeting to count towards your participation grades.

SHORT RESPONSE PAPERS
You will need to submit four short response papers, ranging between one and two single-spaced pages, during the semester. Every time the class meets two or three students may be asked to read aloud their response papers according to the alphabetical order of their last names. You can respond to both class readings and discussions. In order to make the written presentation constructive, please include the following (in addition to anything else you may want to write about): 1) your understanding of the main constructs/themes/controversies discussed in the
reading: 2) your response to the reading; 3) ways to take the author’s position further in teaching or research, or additional questions to take the theoretical considerations forward. You are also encouraged to reflect upon the connections between the readings and your ongoing research projects.

**Final Research Paper**

You will need to complete a research paper by the end of the semester, which ideally should lead to a publishable article later. 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 topic and the rationale for choosing it (about 500 words). Please keep a conference or a journal in your field in mind when writing your proposal. Alternatively you can write an abstract for a forthcoming conference. Next, you will complete the first draft of your paper, in which you should at least review published scholarship on your topic and detail the method that you will use to conduct your study (about 2000 words). In your final paper, you will build on your first draft by additionally analyzing a set of data and discussing your findings in light of your research questions (about 5000 words). In the end of the semester, you will present your research to the class, focusing on the data analysis. You are encouraged to discuss your topic with us at any stage of your writing.

**Course Policies**

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

- Attendance, including Talking points - 10 points
- Short response papers - 20 points
- Research proposal - 10 points
- Research paper, first draft - 20 points
- Research paper, final draft - 30 points
- Presentation - 10 points

**Required Texts**

The following texts are required. They are available in both Penn State University Bookstore and Student Bookstore. The rest of the readings will be available on Angel.


**Schedule**

01/11 Introduction to the course

*The Translingual Imagination* (Kellman, Chapters 1-3)
A Concise Chinese-English Dictionary (Guo, Chapters February – July)

01/18 The Translingual Imagination (Chapter 4-8)
A Concise Chinese-English Dictionary (Guo, Chapters August – February)

01/25 “The Bilingual’s Creativity and Contact Literatures” (Kachru)
“Code switching and style shifting” (Hess)
“The Antimony of Multilingual US Literature” (Lennon)
“Translingual Creativity in Literature of Globalization” (You)
Short response paper 1 due

02/1 Language as a Local Practice (Pennycook, Chapters 1-4)
“Professing Multilingualism” (Lu)

02/8 Language as a Local Practice (Pennycook, Chapters 5-8)
“Toward a Multilingual and Multimodal Framework” (Fraiberg)
Research proposal due

02/15 The Sociolinguistics of Globalization (Chapters 1-3)

02/22 The Sociolinguistics of Globalization (Chapters 4-7)
Short response paper 2 due

02/29 Cross-Language Relations in Composition (Chapters 1-5)

03/14 Cross-Language Relations in Composition (Chapters 6-14)
Research paper first draft due

03/21 CCCC Conference 21-24
AAAL Conference 24-27
Conference on student research projects

03/28 “Codemeshing in Academic Writing” (Canagarajah)
“Nah, We Straight” (Young)
“The Fine Art of Fencing” (Lyons)
“English in a Splintered Metropolis” (Trimbur)

04/4 Writing in Multicultural Contexts (Chapters in Part 1)
Short response paper 3 due

04/11 Writing in Multicultural Contexts (Chapters in Part 2)

04/18 Writing in Multicultural Contexts (Chapters in Part 3)
“Mapping multidimensional aspects of research: Reaching to intercultural rhetoric” (Connor)
“A conversation on contrastive rhetoric” (Matsuda and Atkinson)
Presentation of research projects

04/25  Presentation of research projects
       Short response paper 4 due

04/28  Research paper final draft due