

FIRST YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

PLEASE NOTE: THIS SEMINAR IS MEANT TO BE TAUGHT DURING SPRING 2010. IT IS SUBMITTED TWO SEMESTERS IN ADVANCE TO AVOID POTENTIAL PROBLEMS WHEN SCHEDULING COURSES FOR THE MODERN AND FOREIGN LANGUAGES DEPARTMENT DURING FALL 2009.

Use this form to submit **FSEM 100 topics** courses for review **or any other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:			
COURSE TITLE:	LANGUAGE IN THE GLOBALIZED WORLD		
SUBMITTED BY:	María Isabel Martínez Mira.	DATE:	1/23/09
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			√

NOTE: Click on the link for “first year seminar” at www.jtmorello.org/gened to see the criteria used to evaluate courses proposed to meet the first year seminar requirement. See the report entitled “General Education Curriculum as Approved by the Faculty Senate” for additional details.

COURSE DESCRIPTION. In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

The goal of this seminar is to discuss the role of language in the globalized world, and more specifically, how it reflects the changes that globalization entails in current world affairs.

RATIONALE. Using only the space provided in the box below, **briefly** state why this course should be approved as a first year seminar course.

This course should be approved as a FSEM, since it complies with the committee’s vision for a First Year Seminar. It has been structured as a unique opportunity and forum for students to engage in **meaningful (class) discussion** about current issues that actually affect their daily lives. The class is designed around the discussion format and will explore a myriad of topics and the role of language in them. These will be introduced by means of a particular article that students will have to read, previous to our class meetings. A selection of more reading materials will be provided at the end of each article so that students can ‘explore’ different perspectives about that particular topic. All the readings used in class are obtained from relevant journals, web pages, articles from newspapers and book anthologies; this way, students will be reading from primary sources. Students will definitely have to exercise both their class discussion and writing skills as ‘tools for the exploration and expression of ideas and arguments.’ Therefore, they will have to devote the necessary time to skim/scan the relevant information, synthesize all the materials that are available to them, and present them orally or in writing to both the instructor and their classmates in an effective manner and as the result of their own solid research.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to Warren Rochelle (wrochell@umw.edu) or Maya Mathur (mmathur@umw.edu). All submissions must be in electronic form.

FIRST YEAR SEMINAR: *Language and the globalized world.*

“It has been said that arguing against globalization is like arguing against the laws of gravity.” Kofi Annan.

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Seminar Description

This seminar will examine the role of language in globalization under an array of perspectives (e.g. cultural, political, or social, to name some of them). Special emphasis will be given to the role of language as a tool for (1) the building of global networks within/between cultures and identities, and (2) the ‘standardization’ and ‘homogeneity’ of a particular language (especially when we consider the primacy of western civilization values, and the increasing spread of English as the ‘dominant’ language). The seminar will be the forum for discussions about identity issues and how they are reflected in/by language, the spread of English to other cultures and its use/integration at the local level, the analysis of language contact and its main consequences in the shaping of language(s), language as a reflection of global popular and cybernetic cultures; last but not least, time will be devoted to the analysis of the current situation of minority and endangered languages within the context of globalization.

Reference text:

Maurais, Jacques & Michael A. Morris (eds.) (2003). *Languages in a Globalising World*. Cambridge: Cambridge University Press.

In addition to the main text, selections from the following texts will be used (via Blackboard/photocopies):

- Aitchison, J. & D. Lewis. (eds.) (2003). *New Media Language*. Routledge.
- Barbieri, Federica. 2008. Patterns of age-based linguistic variation in American English. *Journal of Sociolinguistics* 12/1:58-88.
- Barrett, Rusty. 2006. Language ideology and racial inequality: Competing functions of Spanish in an Anglo-owned Mexican restaurant. *Language in Society* 35:163-204.
- Beck, U. (2000). *What is Globalization?* Polity Press.
- Berger, H. & M. Carroll (eds.) (2003). *Global pop, local language*. University Press of Mississippi.
- Finegan, E. & J. R. Rickford (eds.) (2004). *Language in the USA: Themes for the Twenty-first century*. Cambridge: Cambridge University Press.

- Guy, Gregory R. 1988. Language and social class. *Linguistics: The Cambridge Survey*, vol. IV, ed. by Frederick J. Newmeyer, 37-63. Cambridge: Cambridge University Press
- Jameson, F. & M. Miyoshi (1999). *The cultures of globalization*. Duke University Press.
- Makihara, Miki. 2005. Rapa Nui ways of speaking Spanish: Language shift and socialization on Easter Island. *Language in Society* 34:727-762.
- Nettle, D. & S. Romaine (2000). *Vanishing Voices: The extinction of the world's languages*. Oxford: Oxford University Press.
- Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.

Other articles relevant to the discussion will be made available in the electronic format. More information in class. This is a sample of some of the articles that will be considered for class discussion:

- Cepeda, María Elena (2003). Mucho Loco for Ricky Martin; or the politics of chronology, crossover, and language within the Latin(o) music "Boom." In Berger, Harris M. and Michael Thomas Carroll (eds.). *Global pop, local language*. University Press of Mississippi, 113-129.
- Condry, Ian (1999). Rappers: Language, media and identity. In Condry, Ian (1999). *Japanese rap music: An ethnography of globalization in popular culture*. Doctoral dissertation, University of Yale, 1999. *DAI-A 60/05, p. 1643, Nov 1999*, Publication number AAT 9930967. Ch. 7, 213-242.
- Gumperz, John (2003). Cross-cultural communication. In Harris, R.; Rampton, B. (eds.). *Language, ethnicity and race reader*. Routledge, Ch. 20, 267-273.
- Mitchell, Tony. (2003). Doin' damage in my native language: Use of "Resistance Vernaculars" in hip hop in France, Italy, and Aotearoa/New Zealand. In Berger, Harris M. and Michael Thomas Carroll (eds.). *Global pop, local language*. University Press of Mississippi, 3-17.
- Nunberg, Geoffrey (1999). Speaking of America: Why English-only is a bad idea. In Wheeler, Rebecca S. (ed.). *Workings of language: From prescriptions to perspectives*. Praeger, 117-128.
- Perullo, Alex and John Fenn (2003). Language ideologies, choices, and practices in Eastern African hip hop. In Berger, Harris M. and Michael Thomas Carroll (eds.). *Global pop, local language*. University Press of Mississippi, 19-51.
- Tharp, M.C. (2001). Multicultural Markets and Marketing: Future Directions. In Tharp, Marye C. (ed.). *Marketing and consumer identity in multicultural America*. Sage Publications, Ch. 9, 283-314.

Participation/Attendance/Assignments/Evaluation:

Participation in class discussion is **crucial**. That is why regular attendance is so important. Each student may have 3 unexcused absences. More than these three absences will lower the student's final grade (i.e.: 7 total absences minus the 3 allowed means that 4 points will be deducted from the student's final grade. Therefore, a 92 [A-] average will be lowered to 88 [B+]. Students

who consistently attend class, do their homework and assignments, and who come to class ready to participate actively in class activities will receive a high score in this part of their final grade; participation grades will be affected by such things as attendance or by not doing the assigned homework/tasks. Obviously it is important not only that you attend class, but also that you pay attention to your instructor and to what other classmates have to say. For this reason, it is **STRICTLY PROHIBITED THE USE OF YOUR CELLPHONES IN CLASS (THIS PARTICULARLY INCLUDES TEXT MESSAGING)**. Also, the time you spend in class is to learn and share your learning, not to do any activities that pertain to other courses that you might be taking during the semester (i.e. finishing your homework, reading your textbook/notes, etc.), or to do things such as crosswords, even if you have finished your class activities and have to wait until we as a class go over them. When you do this, it is utterly disrespectful towards your instructor and other classmates. **UNLESS YOU PREVIOUSLY TALK TO YOUR INSTRUCTOR ABOUT IT, AND SHE GIVES HER CONSENT, DO NOT BRING/USE YOUR COMPUTER IN CLASS.** Your instructor will provide the necessary notes and will post them on Blackboard, and you can take as many notes in your notebook as you wish during class time.

It is expected that the students will come to class fully prepared and having read the assigned materials to be able to initiate discussion about the topic for that week. Students will have to post a one-page reaction paper every other week about a topic (always relevant for the seminar) that the instructor will suggest. The idea behind these ‘reaction papers’ is to provide students with an opportunity to reflect on the readings and their impact on their own perspective about that particular topic. In addition to this, students will have to post two critical questions on Blackboard before each class meeting about the articles that will be discussed on that day, since these questions will be used to start class discussion. Failure to post a question will result in a reduction of the student’s final grade as well. **THERE WILL BE NO MAKE-UP WORK ACCEPTED WITHOUT PRIOR APPROVAL.** If, because of very specific circumstances, a make-up is necessary, students must contact the instructor at least one week before the scheduled exam/assignment deadline. If this is not possible, the student must provide valid written documentation to justify the absence and therefore submit any assignment/test that (s)he must have missed.

Honor policy: All work to be turned in for a grade (including compositions) is expected to be the student’s own and must be pledged with the Mary Washington University honor statement: “I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.”

There will be **TWO EXAMS** for this class. The first one will be the Midterm, the second will be the final exam. These provide an excellent opportunity for the instructor to keep track of the students’ development of their critical, analytical and synthesizing skills. Students will be given an essay question that they will have to answer according to the materials discussed in class, hence again the importance of attending the seminar and actively participating in class discussions. The dates for both tests are specified on this syllabus (‘tentative schedule’ section).

Last but not least, students will submit a **final report** with their impressions, reflections and constructive criticism about the seminar. As an instructor who constantly tries to teach according to the tenets of cooperative teaching/learning, I consider this report of the utmost importance; besides providing the student with another opportunity to develop their writing skills in a concise, professional manner, the report will be the most accurate measurement of how the goals for the semester have been accomplished, and what changes the seminar might incorporate in the future.

The seminar will be evaluated as follows:

Course Evaluation

Class participation (25%)

2 Exams (30%)

Blackboard postings/discussion board (15%)

Reaction papers/critical questions (20%)

1 Final report (10%)

Grading Scale:

A = 94- 100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 60-66

F = 0-59

Seminar Policy/Academic Integrity

All work to be turned in for a grade is expected to be the student's own and must be pledged with the Mary Washington University honor statement: "I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work." References to others' materials, either as a paraphrase or a full quotation, must be acknowledged with full citations (APA style). Students must make sure that they fully attribute paraphrases or quotations to avoid cases of plagiarism, inadvertent or not.

NOTE TO STUDENTS: You are in charge of your learning according to the amount of work you do and the time you spend on the assignments. This syllabus is very **flexible** and I might make modifications according to the needs and the rhythm of the class. As the instructor of the course, I will make sure I let every student know about possible changes to the tentative syllabus with enough time in advance, so please check your email often as well as the announcement page on Blackboard for upcoming updates. Any change that I might make will also be announced in class, hence the importance of attendance. I will also be available during office hours (if you cannot see me during that time, you can also make an appointment) to discuss any problem or difficulty that students might have with the material, or if the student has questions regarding this class.

THE PROFESSOR ASSUMES THAT STUDENTS:

- take responsibility for their own learning
- are serious about and want to learn
- will come prepared to class with appropriate materials needed, e.g., pencil, books
- will come prepared for the lesson's assignment
- will make-up any missed tests if there is **a valid reason**
- will keep notes in a notebook on class lectures
- will make use of all learning resources available on campus, e.g., library, tutorial services, computer lab, etc.
- will attempt to join a study group to learn and review concepts
- will confer often with the professor to gauge on-going progress
- will focus on developing multi-cultural sensitivity in a multi-cultural society and world.

Disability statement:

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you need accommodations, (note taking assistance, extended time for tests, etc.), I would be happy to refer you to the Office of Disability Services. They will require appropriate documentation of a disability. Their phone number is 540-654-1266.

CONTRACT

I have read and I have understood the requirements for this class. Therefore, I am aware of what I need to do in it in order to obtain my pretended grade at the end of the semester.

Student's signature

Professor's signature