Cover Sheet: Request 13280

SSA 3XXX Black Englishes

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	James Essegbey essegbey@ufl.edu
Created	10/20/2018 1:33:06 PM
Updated	12/20/2018 10:49:51 AM
Description of request	This is a request for a new course, Black English, that I would like to add to the offerings of FLL-African Languages.

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Some changes are required. Comments have been sent to submitter via email.	10/20/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Comments have been sent by email.	11/6/2018
Classroom_Discussion_rubric.pdf					11/5/2018
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		11/17/2018
Approval-from-AAE-Linguistics.pdf					11/16/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		12/20/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/20/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					

Step	Status	Group	User	Comment	Updated
No document changes					

Course|New for request 13280

Info

Request: SSA 3XXX Black Englishes
Description of request: This is a request for a new course, Black English, that I would like to add to the offerings of FLL-African Languages.
Submitter: Casey Griffith cgriffith@aa.ufl.edu
Created: 1/14/2019 9:08:18 AM
Form version: 8

Responses
Recommended Prefix SSA
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Black Englishes
Transcript Title Black Englishes
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation N/A
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Explores varieties of English spoken by people of African descent; reviews restructured varieties that are more difficult to follow such as Sranan spoken in Suriname and Jamaican Patois and compares them to varieties like Nigerian Pidgin and African American English; contextualizes the spread of English across the globe.

Prerequisites AHM 1130 or AKA 1130 or SWA 1130 or YOR 1130 or WOL 1130 or ZUL 1130 or LIN3010 or AFA 2000.
Co-requisites N/A
Rationale and Placement in Curriculum The course is designed to advance students' knowledge of the processes involved in the emerging varieties of English. It provides them with the skills for reading critically linguistic material and making the connections between indigenous African languages and the acquired colonial language. It will be added to the repertoire of courses that students majoring in FLL-African Track may take.
Course Objectives By the end of the course, it is expected that students will be able to:

•	demonstrate an in-depth knowledge of pidgins and creoles and other non-native varieties of colonial languages;
•	identify the difficulties inherent in using terms like dialect versus language to describe these varieties;
•	demonstrate the ability to distinguish between "broken English" and restructured varieties of the language;
•	engage critically with texts and multimedia resources from these varieties.

Course Textbook(s) and/or Other Assigned Reading The following book chapters and journal articles will be used (some readings may be added or deleted later):

- J.A. Fishman. 1987. 'The Spread of English.' In World Englishes, Pp 6 – 9.
- W. Wolfram. 1991. 'The reality of dialects.' In Dialects and American English. Pp 1-20
- G. Melchers and P. Shaw. 2013. Variation in English. In World Englishes Pp 10-41.
- Josef Schmied. 1991. 'Language forms.' In English in Africa, an introduction. Pp 46-98.
- Ayo Bamgbose. 1997. Non-native Englishes on Trial'. In English in Ghana. Pp 9-22
- Gordon Adika. 2012. English in Ghana: Growth, Tensions, and Trends. In IJLTIC 2012 (1),
o 151-166
- Online source: http://ejournals.epublishing.ekt.gr/index.php/latic/article/view/2723/2497
- Ayo Bamgbose. 1995. 'English in the Nigerian Environment,' in New Englishes: A West African Perspective Pp 9 – 26.
- Josef Schmied. 2008. 'East African Englishes' In The handbook of world Englishes. Pp 188-202
- Pieter Muysken and Norval Smith. 1995. The study of pidgin and creole languages. In Jacques Arends, Pieter Muysken and Norval Smith. Eds. Pidgins and Creoles, an introduction. Pp 3-14.
- J. Amoako. 2011. 'The structure of Ghanaian Pidgin English.' In Ghanaian Pidgin English. Pp37 – 76
- Bettina Migge. 2004. 'The context of creole formation in Surinam.' In Creole formation as language contact. Pp 27-35.
- J.G. Carew. 1984. Language and survival: will Sranan Tongo, Suriname' lingua franca, become the official
- language? In Caribbean Quarterly: A Journal of Caribbean Culture, Volume 28, 1982. Issue 4
- Donald Winford. 1997. Re-examining Caribbean English Creole Continua. In World Englishes, Vol 16 (2), pp 233-279.
- Frederic G. Cassidy. 1961. 'Jamaican grammar'. In Jamaican talk by Pp 49 – 73.
- Frederic G. Cassidy. 1994. 'Gullah and the Caribbean connection'. In The crucible of Carolina: essays in the development of Gullah language and culture. Pp 16-22.
- Salikoko Mufwene. 1984. Equivocal structures in some Gullah complex sentences.
- Online source: http://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/2819/CRLC00249.pdf?sequence=1
- Lisa Green. 2004. 'African American English'. In Language in the USA. Pp 76-91.
- Arthur Spears. 1998. 'Black American English.'. In Anthropology for the nineties. Pp 96-113
- Lisa Green. 2002. 'Lexicons and meaning'. In African American English pp12-33.
- The original Oakland Resolution on Ebonics (https://linguistlist.org/topics/ebonics/ebonics-res1.html)
- Robert L. Williams. 1997. The Ebonics controversy. In Journal of Black Psychology
- Online source: https://doi.org/10.1177/00957984970233002
- Shirley Brice. 1982. What No Bedtime Story Means: Narrative Skills at Home and School.
o Heath. In Language in Society, Vol. 11, No. 1. pp. 49-76
- Guy Bailey. 2001. 'The relationship between African American and White Vernaculars in the American
o South.' By In Sociocultural and historical contexts of African American English. Pp 53-92.
- Karen Pollock. 2001. Phonetic Transcription of African American Vernacular English. In Communication Disorders Quarterly 23:1, 47-53.

Weekly Schedule of Topics Week 1: Introduction
J.A. Fishman. 1987. 'The Spread of English.' In World Englishes, Pp 6 – 9.
W. Wolfram. 1991. 'The reality of dialects.' In Dialects and American English. Pp 1-20 .

Week 2: Variation & Non-native Englishes
G. Melchers and P. Shaw. 2013. Variation in English. In World Englishes Pp 10-41.
Josef Schmied. 1991. 'Language forms.' In English in Africa, an introduction. Pp 46-98.
Ayo Bamgbose. 1997. Non-native Englishes on Trial'. In English in Ghana. Pp 9-22.

Week 3: Dialect Project
Class Presentation: Reports on Dialect Project

Week 4: English in Ghana
Gordon Adika. 2012. English in Ghana: Growth, Tensions, and Trends. In IJLTIC 2012 (1),
        151-166
Online source: http://ejournals.epublishing.ekt.gr/index.php/latic/article/view/2723/2497

Week 5: English in Nigeria
Ayo Bamgbose. 1995. 'English in the Nigerian Environment,' in New Englishes: A West African
Perspective Pp 9 – 26.
Selected Nigerian movies
Conversation with a Nigerian

Week 6: English in East Africa
Josef Schmied. 2008. 'East African Englishes' In The handbook of world Englishes. Pp 188-202
Selected East African Movies
Conversation with a Tanzanian

Week 7: Pidgins and Creoles
Pieter Muysken and Norval Smith. 1995. The study of pidgin and creole languages. In Jacques
Arends, Pieter Muysken and Norval Smith. Eds. Pidgins and Creoles, an introduction. Pp 3-14.
J. Amoako. 2011. 'The structure of Ghanaian Pidgin English.' In Ghanaian Pidgin English. Pp37 – 76.
Audio: 'Sweet Mother' (https://www.youtube.com/watch?v=mkp3WnUu_WQ)

Week 8: Surinamese Creole
Bettina Migge. 2004. 'The context of creole formation in Surinam.' In Creole formation as language
contact. Pp 27-35.
J.G. Carew. 1984. Language and survival: will Sranan Tongo, Suriname' lingua franca, become the
official
language? In Caribbean Quarterly: A Journal of Caribbean Culture, Volume 28, 1982. Issue 4
African influence on Sranan (class notes)

Week 9: Caribbean Creoles
Donald Winford. 1997. Re-examining Caribbean English Creole Continua. In World Englishes, Vol 16
(2), pp 233-279.
Frederic G. Cassidy. 1961. 'Jamaican grammar'. In Jamaican talk by Pp 49 – 73.
Selected Jamaican Movie

Week 10: Gullah
Frederic G. Cassidy. 1994. 'Gullah and the Caribbean connection'. In The crucible of Carolina: essays
in the development of Gullah language and culture. Pp 16-22.
Salikoko Mufwene. 1984. Equivocal structures in some Gullah complex sentences.
Online source:
http://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/2819/CRLC00249.pdf?sequence=1
Selected Movie: Family across the sea. Columbia, SC: South Carolina ETV, c1990; San
        Francisco, CA: California Newsreel [distributor]

Week 11: African American English
Lisa Green. 2004. 'African American English'. In Language in the USA. Pp 76-91.
Arthur Spears. 1998. 'Black American English.'. In Anthropology for the nineties. Pp 96-113.

Week 12: African American English & "Ebonics"
Lisa Green. 2002. 'Lexicons and meaning'. In African American English pp12-33.
The original Oakland Resolution on Ebonics (https://linguistlist.org/topics/ebonics/ebonics-res1.html)
Robert L. Williams. 1997. The Ebonics controversy. In Journal of Black Psychology
Online source: https://doi.org/10.1177/00957984970233002
Shirley Brice. 1982. What No Bedtime Story Means: Narrative Skills at Home and School.
        Heath. In Language in Society, Vol. 11, No. 1. pp. 49-76.

Week 13: African American English
Guy Bailey. 2001. 'The relationship between African American and White Vernaculars in the American
        South.' By In Sociocultural and historical contexts of African American English. Pp 53-92.
Karen Pollock. 2001. Phonetic Transcription of African American Vernacular English. In
Communication Disorders Quarterly 23:1, 47-53.

Week 14 Preparations for Group Presentation
Work on Group Presentation

Week 15 Group Presentation
Group Presentations

Week 16. Group Presentations & Exam
Group Presentations continue
Final Exams

Links and Policies Attendance and make-ups
Requirements for class attendance and make-up exams, assignments, and other work in this course
are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing
online evaluations at https://evaluations.ufl.edu . Evaluations are typically open during the last two or
three weeks of the semester, but students will be given specific times when they are open. Summary
results of these assessments are available to students at https://evaluations.ufl.edu/results/ .

Class Demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the
instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of
the classroom. Opinions held by other students should be respected in discussion, and conversations
that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of
Florida community, pledge to hold ourselves and our peers to the highest standards of honor and
integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of
Florida, the following pledge is either required or implied: "On my honor, I have neither given nor
received unauthorized aid in doing this assignment." The Honor Code
(https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/) specifies a number of behaviors
that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report
any condition that facilitates academic misconduct to appropriate personnel. If you have any questions
or concerns, please consult with the instructor or TAs in this class.

Accommodations
Students requesting classroom accommodation must first register with the Dean of Students Office.
The Dean of Students Office will provide documentation to the student who must then provide this
documentation to the Instructor when requesting accommodation. For more information see
http://www.dso.ufl.edu/drc.

?   Resources Available for Students
HEALTH AND WELLNESS
?   U Matter, We Care: umatter@ufl.edu; 392-1575
?   Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx ; 392-1575
?   Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
?   University Police Department: http://www.police.ufl.edu/ ; 392-1111 (911 for emergencies)
ACADEMIC RESOURCES
?   E-learning technical support: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml ; 352-
392-4357 (opt. 2)
?   - Career Resource Center: Reitz Union; http://www.crc.ufl.edu/ ; 392-1601
?   - Library Support: http://cms.uflib.ufl.edu/ask
?   - Teaching Center: Broward Hall; 392-2010 or 392-6420
?   - Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/ ; 846-1138

Grading Scheme Types of Assessment
Dialect project

5%
Written Assignments   30%
Group Project and Presentation

15%
Evaluating Other Students' Group Project Presentation 5%
Participation in Group Project Evaluation   5%
Final exams   40%

Dialect project (5%)
Students are expected to ask ONE person who is NOT familiar with the technical definition of dialect the following questions:

•   What is a dialect?
•   Do you speak a dialect?
•   Name 3 dialects in the United States and their distinctive properties.
•
Note that students are not expected to ask leading questions. They should limit the questions to the two given above and determine whether the responses fall into any of the myths we discuss in class. The interviews should be recorded and played in class (Each student has 5 minutes MAX to do the presentation). The distribution of the points is as follows
Interview (as evidenced by recording) 2
Sticking to the 5 minute time allotted 1
Determining correctly whether a response falls into the category of a myth 2

Written Assignments (30 %)
Students will watch movies or sketch comedies from three countries in Africa and interact with speakers from these places. They will then be expected to identify 5 distinct features in the language used in the film/sketch and 10 in the speech of each of the speakers. They will be awarded up to 10 points for identifying the appropriate features in each of the languages.

Group Project and Presentation (15 %)
Students will work on a 15 minute presentation which they will present in class. The presentation will be on one Black English variety which they themselves will choose and it should contain material that has not been presented by the professor. The subject matter should touch on at least one of the following:

· Is the variety a creole and, if so, what makes it a creole?
· Is the variety a pidgin and, if so, what makes it pidgin?
· Is the variety a dialect of Standard English or a different language?
· Would you characterize the variety as broken English and, if so, why?

Students should describe the properties of the variety they choose. Each presentation should reference THREE PUBLICATIONS that are not in the syllabus. These should be provided at the end of the presentation (be it a Word document or Powerpoint presentation). The presentation should be submitted at the course site in Canvas using Turnitin so that it is checked for plagiarism.

The presentations will be graded for content (10%), clarity (3), and references cited in the work (2 %).

Evaluating Other Students' Group Projects (5 %)

Students are expected to send an email to the professor after each presentation in which they award 3 points for content and 2 points for clarity (this excludes students' own presentation).

Participation in Group Project Evaluation (5 %)

Students receive a TOTAL of 5% for evaluating ALL the project presentations as explained above. They need to give proper explanations for why they award the points. Simply stating that a presentation is clear will not suffice for a point. Points for each presentation will depend on the number of group presentations.

Final exams   40%
The final exam will be written and cover all the topics covered in the syllables.

Grading Scheme
Grading Scale (& GPA equivalent):
A 100-93 (4.0)
A- 92-90 (3.67)
B+ 89-87 (3.33)
B 86-83 (3.0)
B- 82-80 (2.67)
C+ 79-77 (2.33)
C 76-73 (2.0)
C- 72-70 (1.67)
D+ 69-67 (1.33)
D 63-66 (1.0)
D- 62-60 (0.67)
E 59- (0)
Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx;
http://www.isis.ufl.edu/minusgrades.html

Instructor(s) James Essegbey

Re: Proposing Black Englishes for LLC

Eric Potsdam

Wed 11/14/2018 1:56 PM

To Essegbey,James <essegbey@ufl.edu>;

Dear James,
I am writing to let you know that Linguistics does not have any objections to Black Englishes having its own course number. It does not substantively conflict in content with any of our courses.

Eric

On Nov 14, 2018, at 8:22 PM, Essegbey,James <essegbey@ufl.edu> wrote:

Hi Eric,

I have submitted Black Englishes to the Curriculum Committee in LLC for a course prefix and they have requested that I include an email message from you indicating that you do not object to the course.

Thanks,

James Essegbey, PhD
Associate Professor,
Languages, Literatures and Cultures,
342 Pugh Hall,
Gainesville, FL 32611-5565
Tel: 1-352-846-2431

****
Eric Potsdam   potsdam@ufl.edu
Linguistics   http://users.clas.ufl.edu/potsdam
P.O. Box 115454   office: (352) 294-7456
University of Florida   fax: (352) 392-8480
Gainesville, FL 32611-5454
****

Re: Proposing Black Englishes to LLC Curriculum Committee

AUSTIN,SHARON D

Wed 11/14/2018 1:29 PM

To:Essegbey,James <essegbey@ufl.edu>;

Hi James, no objections. Sharon

Dr. Sharon D. Wright Austin
Professor of Political Science
Director of the African American Studies Program
University Term Professor, 2018-21
The University of Florida
104 Walker Hall
Gainesville, FL 32611
(352) 273-3060
(352) 294-0007 fax
Polssdw@ufl.edu

**Check out my new book, *The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America*
(SUNY Albany Press, 2018). http://www.sunypress.edu/p-6504-the-caribbeanization-of-black-p.aspx**

From: Essegbey,James
Sent: Wednesday, November 14, 2018 8:15 PM
To: AUSTIN,SHARON D
Subject: Proposing Black Englishes to LLC Curriculum Committee

Hi Sharon,

I hope you're doing well. I have submitted Black Englishes to the Curriculum Committee in LLC for a course prefix
and they have requested that I include an email message from you indicating that you do not object to the course.

Thanks,

James Essegbey, PhD
Associate Professor,
Languages, Literatures and Cultures,
342 Pugh Hall,
Gainesville, FL 32611-5565
Tel: 1-352-846-2431

Rubric for Classroom Discussion

Task Description:	(Teacher may explain specific assignment in this space.)

Criteria	weight	Exemplary (A)	Effective (B)	Minimal (C)	Unsatisfactory (D)	Absent (E)
Level of Engagement	50%	☐ Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis ☐ Actively engages others in class discussions by inviting their comments ☐ Constructively challenges the accuracy and relevance of statements made ☐ Effectively identifies and summarizes main points	☐ Contributes to class activities by offering ideas and asking questions on a regular basis ☐ Often engages others in class discussions by inviting their comments ☐ Challenges the accuracy and relevance of statements made ☐ Identifies and summarizes main points	☐ Occasionally contributes to class activities by offering ideas and asking questions ☐ Sometimes engages others in class discussions ☐ Sometimes has an understanding of main points ☐ Identifies and summarizes some of the main points	☐ Fails to contribute to class activities ☐ Fails to invite comment/opinions from other students ☐ Demonstrates little understanding of main points ☐ Does not identify or summarize main points	
Preparedness	25%	☐ Always prepared for class with assignments and required materials ☐ Accurately expresses foundational knowledge pertaining to issues raised during the discussion	☐ Usually prepared with assignments and required materials ☐ Expresses basic foundational knowledge pertaining to class discussions	☐ Seldom prepared with assignments and required materials ☐ Expresses limited foundational knowledge pertaining to class discussions	☐ Consistently unprepared for class ☐ Expresses no relevant foundational knowledge	
Attitude	25%	☐ Consistently positive, cooperative attitude during class ☐ Always supportive of other students' ideas	☐ Usually positive and cooperative with classroom projects and discussions ☐ Often supportive of other students' ideas	☐ Seldom actively participates in classroom projects and discussions ☐ Sometimes supportive of other students' ideas	☐ Rarely if ever participates in classroom projects and discussions ☐ Occasional disruptive behavior	

Assignment Score _____   **+**   Beyonder/Bonus _____   **=**   Final Score _____