

## English &amp; Spanish in contact in Los Angeles + Community-engaged pedagogy

## SYLLABUS

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|--------------|---------------------------|----------------------|---|
| <b>Time</b>  | Wednesdays 10:00-12:50 PM | <b>Professor</b>     | Kie Zuraw ['kʰaj 'zɜː, ɔ], pronoun <i>she</i>       |
| <b>Place</b> | Public Affairs 2278       | <b>E-mail</b>        | kie@ucla.edu  |
|              |                           | <b>Student hours</b> | Tuesdays 11:00-1:00<br>in my office, Campbell 3122A |

**Web page** log in to ccle.ucla.edu and you should see Ling 251A/B in your list of courses

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**Why is this course happening?**

Next quarter, Ji Young Kim and I are co-teaching an undergraduate course on Los Angeles English and Los Angeles Spanish. It's going to be a "community engaged" course (previously known as "service learning"), where students will work with youth at a community organization.

This course will help lay the groundwork for next quarter. **If you're mostly interested in just one of the two parts**, that's fine! You can sign up to lead more discussions in that part of the course.

**Part I: Spanish and English in contact in Los Angeles**

- phonetics, phonology, morphology, syntax, semantics
- sociolinguistics, attitudes, and ideologies
- contact between English and Spanish, contact among varieties of Spanish
- Los Angeles English (not much research on this yet)
- Los Angeles Spanish (more research on this)

**Part II: Community engaged pedagogy: the whys and hows**

- General literature
- Literature specific to linguistics
- Literature specific to students studying Spanish (as most of the undergrads next quarter will be)
- Literature specific to Spanish-English bilinguals (as most of the undergrads and youth will be)

**Course goals**

- Learn the basics of the linguistic literature
- Learn the basics of the pedagogical literature
  - See what it looks like when a linguist writes a pedagogy article
- Generate some research and teaching ideas
- Be more competitive for teaching-oriented faculty jobs

**Professional development**

I try to add a professional-development component to each course, but here, it's inherent: learning about community-engaged pedagogy

## Discussion format

- Our starting point will be where we ended up in last year's proseminar, with help from my PAROSL partner Harold Torrence and our facilitators Beth Goodhue and Glory Tobiason
  - I'll describe/explain in class
- But, it will probably evolve throughout the quarter!

## Readings

- We will use **perusall.com** to collaboratively annotate readings before class
  - Make an account
  - See CCLE for the code needed to sign in to our course
  - All readings are uploaded there

## CCLE

- This is our home base: handouts, weekly checklists, surveys, discussion forum...

## Requirements

- For 0 units: you're welcome to attend and participate as much or as little as you like
- For 2 units:
  - Read the readings
  - Take turns facilitating discussion
- For 4 units:
  - All of the above plus commit 8\* hours to mentoring the undergrads next quarter

\* Open to negotiation: I'm aiming for the low end of how long it would take to do a project


## COVID stuff

- I've got an unvaccinated young child at home, so I will need to be a stickler about everyone wearing a mask that covers your mouth **and nose**.
  - I'll try to remember to bring extras, so don't feel like you have to skip class if you forgot your mask!
- If you can't wear a mask, please have CAE ([cae.ucla.edu](http://cae.ucla.edu)) notify me
  - They can also suggest accommodation alternatives, depending on your situation
- If you need to stay home for any reason, but can still attend class remotely, e-mail me ASAP and we'll arrange for you to Zoom in







*store.teganandsara.com*

**Tentative readings outline—I'll be revising this, especially as items roll in from interlibrary loan. If you want to propose adding something, just let me know!**

| Week                  | Topic   | Probable readings  |
|-----------------------|---|--|
| 1<br>Sept. 29         | <ul style="list-style-type: none"> <li>Why this class is happening</li> <li>Background on LA English and LA Spanish</li> <li>Background on community-engaged pedagogy</li> <li>Discussion format</li> </ul> | (none—you can just show up)  |
| 2<br>Oct. 6           | <ul style="list-style-type: none"> <li>Situating English and Spanish in contact in Los Angeles</li> </ul>   | <ol style="list-style-type: none"> <li>(Guerrero 2014) 'You Speak Good English for Being Mexican' East Los Angeles Chicano/a English: Language &amp; Identity</li> <li>(Villarreal 2013) Why Los Angeles Spanish matters (<i>very short!</i>)</li> <li>(Parodi &amp; Guerrero 2016) Los Angeles Vernacular Spanish: An analytical approach to its indicators, markers, and stereotypes</li> <li>(Villarreal 2014) Dialect Contact among Spanish-Speaking Children in Los Angeles, <i>chapter 5</i></li> <li>(Ronquest &amp; Rao 2018) Heritage Spanish Phonetics and Phonology</li> </ol> <div style="text-align: center;">  </div> <p><i>Why all the pictures? It's an ongoing project; I can elaborate in class...</i></p> |
| 3 & 4<br>Oct. 13 & 20 | <ul style="list-style-type: none"> <li>Phonetics &amp; phonology</li> </ul>   | <ol style="list-style-type: none"> <li>(Godinez &amp; Maddieson 1985) Vowel differences between Chicano and General Californian English?</li> <li>(Mendoza-Denton 2011) The Semiotic Hitchhiker's Guide to Creaky Voice: Circulation and Gendered Hardcore in a Chicana/o Gang Persona (partly Northern California)</li> <li>(Andrade 2012) Segmental and Intonational Evidence for a Los Angeles Chicano Spanish Vernacular, <i>chapter 6 &amp; 7</i></li> </ol>  |

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|                      |   | <p>9. (Santa Ana A. 1991) Phonetic simplification processes in the English of the Barrio: A cross-generational sociolinguistic study of the Chicanos of Los Angeles, <i>chapter 6 &amp; 7</i></p> <div data-bbox="972 219 1234 453"></div> <div data-bbox="1247 219 1486 453"></div> <div data-bbox="1497 219 1705 453"></div> <div data-bbox="1715 219 1906 453"></div> <p><i>no pic for Godinez</i></p> <ul style="list-style-type: none"> <li>• (Robles-Puente 2019) Rhythmic variability in Spanish/English bilinguals in California</li> <li>• (Santa Ana A. 1992) Chicano English evidence for the exponential hypothesis: A variable rule pervades lexical phonology</li> <li>• (Fought 1999) A majority sound change in a minority community: /u/-fronting in Chicano English</li> </ul> <p><i>Plus room for one more pick from library</i></p> <div data-bbox="854 842 1029 1107"></div> <div data-bbox="1037 842 1331 1107"></div> |
| <p>5<br/>Oct. 27</p> | <ul style="list-style-type: none"> <li>• Morphology &amp; syntax</li> </ul> | <p>10. (Wald 1987) Spanish-English grammatical contact in Los Angeles: the grammar of reported speech in the East Los Angeles English contact vernacular.</p> <p>11. (Silva-Corvalán 1986) Bilingualism and language change: The Extension of Estar in Los Angeles Spanish</p> <p>12. (Silva-Corvalán 1994) The Gradual Loss of Mood Distinctions in Los Angeles Spanish</p>   |

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|                     |   | <p>13. (Sánchez-Muñoz 2004) Sanchez-Munoz. Transfer in the Spanish Progressive Constructions in Los Angeles</p> <div data-bbox="921 217 1386 461">   </div> <p><i>no pic for Wald</i></p>  |
| <p>6<br/>Nov. 3</p> | <ul style="list-style-type: none"> <li>• Norms, attitudes, and linguistic landscapes</li> </ul> | <p>14. (Guerrero 2013) A Los Angeles Flavor of Spanish: Local Norm &amp; Ideology of a US Variety, <i>chapter 4 &amp; 5</i></p> <p>15. (Sigüenza-Ortiz 1996) Social deixis in a Los Angeles Spanish-English bilingual community: Tu and Usted patterns of address (<i>might replace with something from library</i>)</p> <p>16. (Carr 2017) Signs of Our Times: Language Contact and Attitudes in the Linguistic Landscape of Southeast Los Angeles <i>selected chapters, or possibly a shorter work by same author</i></p> <p>17. (Raymond 2019) Negotiating language on the radio in Los Angeles</p> <div data-bbox="724 756 1528 1005">    </div> |

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| <p>7<br/>Nov. 10</p> | <ul style="list-style-type: none"> <li>Community-engaged pedagogy, general</li> </ul> | <p>18. (Mitchell, Donahue &amp; Young-Law 2012) Service learning as a pedagogy of whiteness.<br/> 19. (Becker &amp; Paul 2015) “It Didn’t Seem Like Race Mattered”: Exploring the Implications of Service-learning Pedagogy for Reproducing or Challenging Color-blind Racism<br/> 20. (Mtawa &amp; Wilson-Strydom 2018) Community Service Learning: Pedagogy at the Interface of Poverty, Inequality and Privilege<br/> 21. (Phelps 2012) Stepping from service learning to service-learning pedagogy</p> <div data-bbox="730 431 1759 945">  </div> <p><i>no pics for Young-Law or Paul</i></p> |
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| <p>8 &amp; 9<br/>Nov. 17<br/>&amp; 24</p> | <ul style="list-style-type: none"> <li>Community-engaged pedagogy, specific to linguistics</li> </ul> | <p>22. (Bucholtz, Casillas &amp; Lee 2015) team collaboration and educational partnership in sociocultural linguistics</p> <p>23. (Arnold 2019) Accompanying as accomplices: Pedagogies for community engaged learning in sociocultural linguistics</p> <p>24. (Fitzgerald 2010) Developing a Service-Learning Curriculum for Linguistics</p> <p>25. (Llombart-Huesca &amp; Pulido 2017) Who Needs Linguistics? Service-Learning and Linguistics for Spanish Heritage Language Learners</p> <div data-bbox="730 402 1602 659">  </div> <p><i>no pic for Arnold or Pulido</i></p> <p>26. (Charity 2008) Making Linguistics Relevant: A Service-Learning Experience</p> <p>27. (Charity et al. 2008) Service-learning as an introduction to sociolinguistics and linguistic equality</p> <p>28. (Johnson &amp; Bucher 2003) Johnson &amp; Bucher Making Linguistics Relevant: A Service-Learning Experience</p> <div data-bbox="730 883 1566 1140">  </div> <p><i>Johnson</i></p> <p><i>plus room for one more or catch-up</i></p> <p><i>no pic for Hayes, Ikeler, Squires,</i></p> |
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| <p>10<br/>June 3</p> | <ul style="list-style-type: none"> <li>Community-engaged pedagogy, specific to students of Spanish, and Spanish-English bilinguals</li> </ul> | <p>29. (Leeman, Rabin &amp; Román-Mendoza 2011) Critical Pedagogy Beyond the Classroom Walls: Community Service-learning and Spanish Heritage Language Education</p> <p>30. (Pak 2018) Linking Service-Learning With Sense of Belonging: A Culturally Relevant Pedagogy for Heritage Students of Spanish</p> <p>31. (Orellana et al. 2012) Language as a tool in diverse forms of learning</p> <p>32. (Pereira 2015) Developing Critical Language Awareness via Service-Learning for Spanish Heritage Speakers</p> <div data-bbox="726 396 1919 938">  </div> |
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