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| **GEORGIA INSTITUTE OF TECHNOLOGY**  **SCHOOL OF MODERN LANGUAGES**  **SPAN 4165**  **FALL 2012** | Dr. Cecilia Montes-Alcalá [cecilia.montesalcala@modlangs.gatech.edu](mailto:cecilia.montesalcala@modlangs.gatech.edu) Wednesdays 1-3 pm 223 Swann |

Bilingualism in the spanish-speaking World

**COURSE DESCRIPTION:** This course introduces students to bilingualism at both individual and societal levels. Particular emphasis will be given to bilingualism in the Hispanic communities in the US, Spain, and Latin America. The subject will be approached from a mainly sociolinguistic perspective. Topics covered include the bilingual individual, bilingual communities, diglossia, bilingual education, language maintenance and language shift, language attitudes, language policy, language planning, pidginization and creolization, code-switching, and *Spanglish*.

**PREREQUISITES:** Minimum Spanish at 3000-level or above. Students are expected to speak, read, write, and understand advanced Spanish.

# EVALUATION:

Homework assignments (10) 20%

Attendance (10%) & participation (10%) 20%

Exams (3) 30%

Research project 30%

### Grading Scale:

A: 90-100 B: 80-89.9 C: 70-79.9 D: 60-69.9 F: 0-59.9

**Note**: if you are taking this class Pass/ Fail, you must earn a grade of 70 or above (C) in order to get a Pass grade.

**Course Requirements:**

* Students are required to attend **all** classes. **The School of Modern Languages allows a maximum of 3 unexcused absences during the semester**, which you should reserve for short illnesses, emergencies, religious holidays, or any other personal business. For each additional absence, you will lose one point from your final grade. The instructor has final say over the validity of any excuse. Any planned absence on a quiz/special project day should be discussed with your instructor in advance, and emergency absences should be reported as soon as possible afterwards. You are responsible for all material covered on days that you are absent. Arriving more than 15 minutes late counts as a full absence.
* All assigned work must be completed on time. **No late work will be accepted**. No assigned work should be submitted via e-mail unless your instructor indicates so. **If you will not make it to class on the day assignments are to be handed in, it is your responsibility to make sure your instructor receives them on time.**
* **NO MAKE-UPS** are allowed. In case of an emergency the student must present evidence of such (it must be severe) in order to have the weight of one exam count towards the next exam after the missed one. This can only be done once. Please note the dates of the exams on the syllabus and put then on your calendar right away.
* Students must **participate actively** in class. Participation is not the same as attendance. Arriving late, failing to do the readings and/or homework, attending to your cell phone, acting passively and/or speaking English can cause your participation grade to drop to an F.
* **NO electronic devices are allowed** in class. This includes laptops, cell phones, iPods, iPads, anything with an on/off switch. If you have one, please **turn it off and put it away** for the duration of the class period.

**READINGS AND Assignments:**

For every class meeting there will be assigned readings available either online (you will see a hyperlink) or on T-Square (<https://t-square.gatech.edu>). Students are responsible for getting the articles and reading them before coming to class in order to follow the lecture and be prepared to participate in the discussions. Class notes will also be available on T-Square. In addition, there will be ten (10) short written assignments that must be prepared together with the readings, typed, double-spaced, and spellchecked in Spanish. These assignments will be graded as A if they fulfill these requirements or F otherwise (i.e., if late, handwritten, in English, not addressing the issues requested, etc.)

**RESEARCH Project:**

Students will work in pairs to carry out a final research project. The projects will be based on the students’ interests and the course readings/topics. Projects must show integration of the key concepts of the course. Students will present their work in class the last week of the semester. As with the homework, the final project must be free of spelling and grammatical errors. Points will be taken off for grammar/spelling mistakes. Please use a spellchecker every time you write any class assignment.

**EXAMS**

There will be three exams during the semester. Please check the syllabus and mark your calendars. No make-up exams are allowed. Keep this in mind when making travel plans. The format of the exams will be twofold: one section with short definitions of basic concepts, and one section with brief questions and/or quotes about the readings. Students are encouraged to study every day and keep a log of important key concepts as they read and learn.

**Academic Integrity**

In some of the classroom activities in this course, you will be asked to work with other classmates; in addition, you are encouraged to study with others in order to help yourself and others in the class understand the information presented by the professor. However, **any written/oral work that forms the basis of your final grade in the class MUST be your (or your group’s) own original work.** This includes all exams and assignments. Any and all indications of academic dishonesty will be reported to Dean of Students office. Should you have questions regarding what constitutes "academic dishonesty", please see clear examples and definitions at <http://www.princeton.edu/pr/pub/integrity/pages/intro/index.htm>. See also: <http://www.honor.gatech.edu/>

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1:** Demonstrate oral and aural proficiency in the target language | Students will demonstrate oral proficiency at the Intermediate High or higher level on the ACTFL scale. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will demonstrate the ability to carry out an oral presentation in class for 15 minutes without notes on their final project related to any of the course topics. |
| **ML Learning Outcome 3:** Demonstrate writing proficiency in the target language | Students will produce 10 written assignments and a 10-12 page written paper at the Intermediate High or higher level on the ACTFL scale. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target language | Students will demonstrate comprehension of research articles related to the general themes of the course with in-class activities and discussions as well as homework assignments. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5:** Demonstrate in-depth knowledge of a *specific* target-language country or region | Students will engage in an in-depth exploration of bilingualism issues in Spanish-speaking countries ranging from Latin America to Spain to Latinos in the U.S. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | N/A |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | N/A |

PROGRAMA DEL CURSO

**SEMANA 1: INTRODUCCIÓN**

**Lunes 20 de agosto**

Presentación del curso

**Miércoles 22 de agosto**

Wei, “Dimensions of bilingualism” (pp.3-25) y Grosjean, “Best kept secret” <http://www.psychologytoday.com/blog/life-bilingual/201011/bilingualisms-best-kept-secret>

**SEMANA 2: EL INDIVIDUO BILINGüE & EL NIÑO BILINGÜE**

**Lunes 27 agosto**

Harding & Riley, “What is bilingualism?” (pp. 22-30) and “Some things you should know about being bilingual” (pp.30-45)

Grosjean, “Who is bilingual?” <http://www.psychologytoday.com/blog/life-bilingual/201010/who-is-bilingual>

🡪 Tarea escrita # 1

**Miércoles 29 agosto**

Hoffmann, “Study of bilingual children” (pp. 33-54)

Grosjean, “Myths about bilingualism” <http://www.psychologytoday.com/blog/life-bilingual/201010/myths-about-bilingualism-0> and “Bilingual infants” <http://www.psychologytoday.com/blog/life-bilingual/201012/bilingual-infants>

🡪 Tarea escrita # 2

**SEMANA 3: ASPECTOS NEUROLÓGICOS**

**Lunes 3 de septiembre**

**No hay clase: Labor Day**

**Miércoles 5 de septiembre**

Grosjean, “Becoming bilingual” <http://www.psychologytoday.com/blog/life-bilingual/201011/becoming-bilingual>

Paradis, “Cerebral lateralization and localization” (pp. 97-117)

Bialystok, “The bilingual advantage”

🡪 Tarea escrita # 3

**SEMANA 4: LA EDUCACIÓN BILINGÜE**

**Lunes 10 de septiembre**

Krashen, “Bilingual education, the acquisition of English, & the retention and loss of Spanish.” <http://languagepolicy.net/archives/Krashen7.htm>

**Miércoles 12 de septiembre**

Crawford: “Bilingual Education”& “10 Common Fallacies About Bilingual Education”

<http://languagepolicy.net/archives/biling.htm> <http://www.cal.org/resources/digest/crawford01.html>

🡪 Tarea escrita # 4

**SEMANA 5: REPASO & SEMINARIO**

**Lunes 17 de septiembre**

**Seminario sobre el proyecto final & Repaso**

**🡪** Tarea escrita # 5

**Miércoles 19 de septiembre**

**Examen I**

**SEMANA 6: ACTITUDES HACIA EL BILINGÜISMO**

**Lunes 24 de septiembre**

Peñalosa, “Language attitudes” (pp. 180-93)

Grosjean, “Refusing to speak a language” <http://www.psychologytoday.com/blog/life-bilingual/201106/refusing-speak-language>

**Miércoles 26 de septiembre**

Fernández, “Actitudes hacia los cambios de códigos en Nuevo México” (pp. 49-58)

Ramirez, “Linguistic notions of Spanish among youths from different Hispanic groups” (pp. 284-95)

🡪 Tarea escrita # 6: entregar tema y compañero/a para el proyecto final

**SEMANA 7: LA COMUNIDAD BILINGUE, MANTENIMIENTO Y PÉRDIDA DE LENGUAS**

**Lunes 1 de octubre**

Hoffmann, “Language choice” (pp. 175-85)

**Miércoles 3 de octubre**

Hoffmann, “Language maintenance”, “Language shift & its causes” (pp. 185-192)

Zentella interview and articles from *El País* and *The New Republic*

**SEMANA 8: LA ALTERNANCIA DE CÓDIGOS (I)**

**Lunes 8 de octubre**

Valdés-Fallis, “Social interaction and code-switching patterns.” (pp. 53-85)

**Miércoles 10 de octubre**

McClure, “Formal & functional aspects of code-switched discourse of bilingual children” (pp. 69-92)

🡪 Tarea escrita # 7: entregar bibliografía anotada para el proyecto final.

**SEMANA 9: LA ALTERNANCIA DE CÓDIGOS (II)**

**Lunes 15 de octubre**

**Vacaciones de OTOÑO**

**Miércoles 17 de octubre**

Jacobson, “Conveying a broader message through bilingual discourse” (pp. 51-76)

**SEMANA 10: EL *SPANGLISH***

**Lunes 22 de octubre**

Acosta-Belén, “’Spanglish’: a case of languages in contact” (pp. 151-58)

Article from *Mundo Hispánico*

**Miércoles 24 de octubre**

Lipski, “Is ‘Spanglish’ the third language of the South?” (pp. 1-19)

<http://www.personal.psu.edu/faculty/j/m/jml34/spanglish.pdf>

🡪 Tarea escrita # 8: entregar bosquejo del proyecto final

**SEMANA 11: EL BILINGÜISMO EN ESTADOS UNIDOS (I)**

**Lunes 29 de octubre**

**Examen II**

**Miércoles 31 de octubre**

Valdés-Fallis, “The language situation of Mexican Americans” (pp.111- 36)

**SEMANA 12: EL BILINGÜISMO EN ESTADOS UNIDOS (II)**

**Lunes 5 de noviembre**

Zentella, “The language situation of Puerto Ricans” (pp. 140-62)

🡪 Tarea escrita # 9: entregar citas para el proyecto

**Miércoles 7 de noviembre**

Lynch, "Spanish-Speaking Miami in Sociolinguistic Perspective” (pp. 271-83)

López Morales, “Los cubanos” (pp. 118-23)

**SEMANA 13: EL BILINGÜISMO EN ESPAÑA (I)**

**Lunes 12 de noviembre**

Pradilla, “The Catalan-Speaking Communities” (pp.58-90)

**Miércoles 14 de noviembre**

Etxebarria, “La lengua gallega” pp. (187-210)

**SEMANA 14: EL BILINGÜISMO EN ESPAÑA (II)**

**Lunes 19 de noviembre**

Cenoz & Perales, “The Basque-speaking communities” pp. (91-109)

MacClancy: “Bilingualism and Multinationalism in the Basque Country” (pp. 207-19)

🡪 Tarea escrita # 10: entregar conclusiones del proyecto

**Miércoles 21 de noviembre**

TBA

**SEMANA 15: EL BILINGÜISMO EN LATINOAMÉRICA**

**Lunes 26 de noviembre**

Peñalosa, "Trilingualism in the Barrio: Mayan Indians in Los Angeles." (pp. 229-49)

**Miércoles 28 de noviembre**

**Examen III**

**SEMANA 16: 3-5 DICIEMBRE: PRESENTACIONES ORALES DE LOS PROYECTOS**

**Miércoles 5 de diciembre 🡪 FECHA LÍMITE PARA ENTREGAR EL PROYECTO FINAL Y EVALUACIONES DE LOS COMPAÑEROS**