



SPN 4851: El español bilingüe
Primavera 2017

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Horas de consulta: T 4; W 7-8

Reuniones de clase: T 2-3; R 3
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Presentación del curso:

La presencia del español en los cuatro continentes permite el contacto del español con lenguas de diferentes tipologías y en contextos sociales muy diferentes. Esta situación nos abre una ventana al estudio de la contribución de factores tanto internos como externos a las formas lingüísticas resultantes del bilingüismo.

Este curso tiene como propósito el estudio de aspectos importantes del bilingüismo, como el mantenimiento de lenguas, su cambio y pérdida, las características del lenguaje bilingüe (convergencia, simplificación, alternancia de códigos, préstamos, entre otros) y los procesos mentales que apoyan el manejo entre idiomas. En particular, este curso examina la lengua española de hablantes bilingües a niveles léxico, fonológico y morfosintáctico, refiriéndose a varias sociedades bilingües del mundo. Este curso está organizado en tres partes:

- Aspectos sociales del bilingüismo
- Aspectos lingüísticos del bilingüismo: usos léxicos, fonológicos y morfosintácticos
- Aspectos psicolingüísticos del bilingüismo: adquisición de lenguas, consecuencias cognitivas

Course pre-requisites: SPN 3700 Introduction to Hispanic Linguistics. SPN 3700 provides a solid foundation in core linguistic areas (phonetics/phonology, morphology, syntax), which will be necessary for this course.

Spanish is the official language of the class. I will do my best to make myself understood while also being sympathetic to Spanish being a second language for most students. I do not expect perfect Spanish, and hence, I expect all students to participate actively in class. Please consult with me during my office hours if you are having any language- and concept-related difficulties.

Lecturas.

El libro principal para el curso es
Montrul, S. (2012). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

La biblioteca tiene una copia online con acceso múltiple. Sin embargo, algunos alumnos del pasado recomiendan la copia en papel.

Además, lecturas adicionales de artículos científicos se distribuirán por CANVAS:

elearning.ufl.edu

Course Grade.

La nota comprende:

Asistencia y participación activa en clase: 10%
Participación en charlas o estudios lingüísticos: 5%
Preguntas de discusión: 10%
Tareas (5): 15%
Quizzes (2): 30%
Trabajo Final: 30%

Attendance and Participation: Throughout the semester there will be a variety of in-class activities and assignments. These assignments will sometimes be collected in class for an attendance and participation grade. Because we recognize that students may miss class due to illness, job interviews, funerals, etc., students may miss two classes during the semester with no penalty to their grade. Additional absences will affect your attendance and participation grade. Please note that showing up to class is not enough to receive an A for participation. I will be looking for active participation in class (i.e. participation in questions and discussion).

Linguistic Research Participation: All students must participate in two linguistic research experiments/lectures throughout the semester, which will be announced as they come up. You will be instructed on how to provide proof of participation. Failure to do 2 and provide proof of participation, will result in your final grade being lowered by 2 points for missing 1 and 5 points for missing 2.

Discussion Questions: Each week, students will submit 1 Discussion question based on the scientific article for that week. Discussion questions will be used as the basis for discussion for Thursday classes. Questions are to be submitted through Canvas by 7pm on Wednesdays.

Quizzes: There will be 2 quizzes given throughout the semester, each covering a section of the course. There will be no final exam.

Final Paper: Students will turn in a research paper exploring further in depth an issue/concept/set of experiments discussed in class. This can be a survey paper or a research proposal. You will be asked to submit the following components of your final paper throughout the semester to aid you in developing your paper. See syllabus for relevant dates.

- a) Project Proposal and Bibliography (1pt)
- b) Annotated Bibliography (5pts)
- c) Outline (2pts)
- d) Abstract (2pts)
- e) Final Paper (20pts)

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

Grade Scale

A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at

<https://catalog.ufl.edu/ugrad/current/Pages/home.aspx>

Attendance Policy

Class activities will consist both of discussion of the topics and of practice. Attendance is mandatory and will be taken on a daily basis. You will be allowed two absences for which no documentation or excuse is required. After the **THIRD unexcused absence one point** per absence will be deducted from your final grade. 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>.

In the case of approved absences:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>, you must provide official documentation to your instructor within *a week* after the absence in order to be excused. Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the administrative coordinator.

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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." For more information please refer to

<http://www.dso.ufl.edu/studentguide>.

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>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and

interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.

Tentative Class Schedule (Subject to change)

Semana 1: 5 de enero

Introducción al curso. ¿Quién es un bilingüe?
Montrul, Cap. 1 (1.1-1.3)

Semana 2: 10, 12 de enero

Factores que definen el bilingüismo y actitudes
Montrul, Cap. 1 (1.4-1.6)

*Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and language*, 36(1), 3–15.

****El jueves no hay clase (Jorge estará en un congreso/conferencia), habrá una tarea especial para entregar. Tarea 1**

Semana 3: 17, 19 de enero

Aspectos sociales del bilingüismo
Montrul Cap. 2

*Lipski, J. (2006). Code-switching or borrowing? No sé so no puedo decir, *you know*. In Sayahi, L, & Westmoreland, M. (Eds.), *Selected proceedings of the Second Workshop on Spanish Sociolinguistics* (pp. 1-15). Somerville, MA: Cascadilla Proceedings Project

Semana 4: 24, 26 de enero

El bilingüismo en España
Montrul Cap. 3

*Weston, D. (2013). Code-switching variation in Gibraltar. *International Journal of Bilingualism*, 17, 3-22.

Tarea 2

Semana 5: 31 de enero, 2 de febrero

El bilingüismo en Hispanoamérica
Montrul Cap. 4

*Muysken, P. (1997). Media Lengua. In Thomason, S. (Ed.), *Contact languages: A wider perspective* (pp. 365-425). Amsterdam, NL: John Benjamins.

Propuesta y bibliografía preliminar de trabajo final

Semana 6: 7, 9 de febrero

El español en los EEUU

Montrul Cap. 5

*Erker, D., & Otheguy, R. (2016). Contact and coherence: Dialectal leveling and structural convergence in NYC Spanish. *Lingua*, 172-173, 131-146.

Tarea 3

Semana 7: 14, 16 de febrero

Repaso y Quiz 1

Semana 8: 21, 23 de febrero

Aspectos psicolingüísticos, Pt. 1

Montrul Cap. 6

Bibliografía Analítica

Semana 9: 28 de febrero, 2 de marzo

Aspectos psicolingüísticos, Pt. 2

*Kroll, J., Dussias, P., Bogulski, C., & Valdés Kroff, J. (2012). Juggling two languages in one mind: What bilinguals tell us about language processing and its consequences for cognition. *Psychology of Learning and Motivation*, 56, 229-262.

Tarea 4

Semana 10: Spring Break

Semana 11: 14, 16 de marzo

Adquisición de la lengua en infancia

Montrul Cap. 7

*Werker, J., & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. *Trends in Cognitive Science*, 12, 144-151.

Esquema de Trabajo Final

Semana 12: 21, 23 de marzo

Adquisición de una segunda lengua

Montrul Cap. 8

*Colantoni, L., & Steele, J. (2007). Acquiring /R/ in context. *Studies in Second Language Acquisition*, 29, 381-406.

Tarea 5

Semana 13: 28, 30 de marzo

Debilitamiento

Montrul Cap. 9

*Montrul, S., Foote, R., & Perpiñán, S. (2008). Gender agreement in adult second language learners and Spanish heritage speakers: The effects of age and context of acquisition. *Language Learning*, 58, 503-553.

Abstracto del Trabajo Final

Semana 14: 4, 6 de abril**Repaso y Quiz 2 (martes)**

Fundamentos de la educación bilingüe

Montrul Cap. 10

*García, O. (2011). Educating New York's bilingual children: Constructing a future from the past. *International Journal of Bilingual Education and Bilingualism*, 14, 133-153.

Semana 15: 11, 13 de abril

Otras formas de bilingüismo

*Emmorey, K., Borinstein, H., Thompson, R., & Gollan, T. (2008). Bimodal bilingualism. *Bilingualism: Language and Cognition*, 11, 43-61.

*Morford, J., Wilkinson, E., Villwock, A, Piñar, P., & Kroll, J. (2011). When deaf signers read English. *Cognition*, 118(2), 282-292.

Semana 16: 18 de abril

Consecuencias Cognitivas del bilingüismo

*Bialystok, E., Craik, F., Green, D., & Gollan, T. (2009). Bilingual minds. *Psychological Science*, 10(3), 89-129.

*Kovacs, A., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556-6560.

Presentaciones**Trabajo Final**

Dear Spanish and Portuguese Majors:

The UF Board of Trustees has mandated that undergraduate degree programs assess their effectiveness, with the goal of providing feedback that will allow for continual improvement of these programs.

The vehicle for these assessments is the **Academic Learning Compact** (ALC), which specifies the skills that majors are expected to achieve. These skills are called **Student Learning Outcomes** (SLOs). The Spanish and Portuguese SLOs are explained below, and can also be found online: <http://www.spanishandportuguese.ufl.edu>.

1. **Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish/Portuguese.**
2. **Competence in written Spanish/Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.**
3. **Communicative competence in spoken Spanish/Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.**

The ALC process requires departments to assess and report on the skills achieved by each of their majors. To be certified for graduation with a Spanish or Portuguese major, students must undergo **Individual Student Assessments** (ISAs), i.e. must fulfill the following

1. *Satisfy the Florida statutes for the College-Level Academic Skills Requirement*
2. *Complete requirements for the baccalaureate degree, as determined by faculty*
3. *Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (the text analyzed and the analysis will be in Spanish/Portuguese) and an oral presentation and discussion conducted in Spanish/Portuguese.*

Starting in Fall 2010, all Spanish/Portuguese majors who plan to graduate in Fall 2010 or Spring 2011 will be required to complete the third ISA in one 4000-level course (excluding SPN 4420, SPN 4314, and POR 4420). Since this ISA must be completed only once, students must choose the course in which they plan to satisfy this requirement and inform the course instructor by the end of the third week of classes. The instructor will incorporate the ISA into the students' syllabus and grade calculation.

Results of the ISA will be analyzed and used by department faculty to determine how we might change our programs to enhance student performance. We look forward to working with you this semester as we implement this new program.

Fill out, detach and give the following to the instructor of the 4000-level course in which you choose to complete ISA #3.

I, _____, will satisfy my ALC requirement as follows:

Print name

Course	Section	Term	Instructor
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Signature

Date