Do Spanglish, Franglais, or Chinglish represent mish-mashes of Spanish, French, and Chinese with English or creative, even well structured forms of bilingual expression? What does bilingual mixing or blending two languages do to a language? Why do speakers mix languages? We will discover the nature of bilingual language mixing by considering who mixes, when they mix, why they mix, and how they are able to manage two languages at once. We will examine the cognitive, linguistic, and social dimensions of bilingualism and of language mixing (code-switching, borrowing and structural transfer) in order to challenge the popular notion that bilinguals switch between languages because they are not competent speakers of one or the other language.

**Course Objectives and Expected Outcomes**

This course is designed to help you understand how and why a particular aspect of human behavior becomes an object of scholarly, analytical, and experimental inquiry. In turn, we will examine how research inquiry has the potential to change our perceptions of this behavior. Since this is a course about human behavior, we will be reading articles and chapters from diverse fields: Linguistics, Sociology, Anthropology, and Psychology.

A focus of this course is to lead you, by example and by practice, through the process of research, including data gathering, analysis, writing and the dissemination of your results. The expected outcomes of this course are:

- You will become a critical *reader* of scholarly texts.
- You will learn to distinguish scholarly from popular texts.
• You will understand the terminology used to discuss bilingual language behavior and be able to use it correctly.
• You will be able to access, summarize, and properly use written resources relevant to your topic.
• You will be able to produce a well-written, well-researched scholarly text that adds to our knowledge of bilingual behavior.
• You will be able to discuss research results (yours and others’) in a concise, informative way.
• You will learn about the resources of the University and how to get the most out of them.

READINGS AND CLASS NOTES .................................................................................................................................

There is no required book for the course: All required readings, class notes, and assignments will be made available on Blackboard, the university course management system. It is critical that you access Blackboard daily: https://courses.utexas.edu/webapps/login/

GRADING ........................................................................................................................................................................

COMPOSITION OF FINAL GRADE

• 10% Attendance: Taken in weekly section on Friday. Note that although there is no portion of the grade that is allocated for attendance and participation in lecture, students are expected to attend class and participate in all class activities. Students should arrive on time, stay for the entire class period, and be active learners in the classroom.

• 20% Presentation: A coherent and pedagogically sound ten-minute presentation of an assigned research article. The presentation will be delivered in collaboration with a class peer and should be accompanied by Powerpoint and handout. Your presentation will be evaluated by class peers and graded by the Teaching Assistant, following specified guidelines.

• 30% Written assignments: Three brief—750-800-word—written assignments and peer revisions. The assignments require students to synthesize and analyze material presented in assigned readings and class lectures and the revisions encourage students to think critically on their writing. Assignment #3 will be a critical review of the article that you have been assigned to present. No late assignments will be accepted.
  (i) Assignment #1: draft due Sept. 16; final due Sept. 28
  (ii) Assignment #2: draft due Oct. 7; final due Oct. 14
  (iii) Assignment #3: final due Nov. 11

• 40% Project: an original and relevant project that analyzes a small set of data (e.g., a YouTube video, a two-minute conversation, writing, music, on-line language samples, survey data, an excerpt from a film or television program, etc.). The results must be presented as a concise research report (2000-2500 words) that includes an introduction motivating the project, a description of the methods of data collection and analysis, the results, and a discussion of the significance of your preliminary findings.
  (i) Week 11: Identification of research question, survey of pertinent literature due
  (ii) Week 13: Peer editing [draft of paper due]
  (iii) Week 14: First draft of paper due
  (iv) Week 15: Outline and brief presentation of the project
  (v) Dec 8: Final research project report: due

Students are also required to attend one of two University Lectures, scheduled for Monday and Tuesday, September 12 and 13. Monday’s lecture will highlight filmmaking and creativity at the University of Texas, and Tuesday’s lecture will feature research that changes the world. Further details will be announced in class.

There is no final examination for the course.
### Grading Scale

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<tr>
<th>Letter Grade</th>
<th>GPA Points</th>
<th>Percentage Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93%-100%</td>
</tr>
<tr>
<td>A-</td>
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<td>F</td>
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<td>Less than 60</td>
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</tbody>
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### Critical Dates

Please note the following critical dates for class administration:

- September 9: Last day to add a class or drop a class for possible refund
- September 21: Last day to drop a class without academic penalty
- November 1: Last day to withdraw or drop a class with approval
SYLLABUS

OVERVIEW OF ISSUES IN THE STUDY OF BILINGUAL LANGUAGE MIXING .................................................................

INTRODUCTION

Week 1

Wednesday, Aug. 24: Introduction to the course; overview of the study of language and the disciplines of linguistics and sociolinguistics

Friday, Aug. 26, Section: Introduction to each other; Using Blackboard; Tutorials on academic integrity

Week 2

Monday, Aug. 29, Lecture: The myth of the standard language

• Reading due: Lesley Milroy, Bad Grammar is Slovenly (1998)

Wednesday, Aug. 31, Lecture: Language contact and change

• Reading due: Put an end to code-switching: New Straits Times, Malaysia October, 2006 and Struggling to Keep Spanish Pure, NYT, January 1987

Friday, Sept. 2, Section: Discussion: Beliefs about language = beliefs about speakers

• Reading due: Howard Giles & Nancy Niedzielski, Italian is beautiful German is ugly (1998) and John Esling, Everyone has an accent except me (1998)

THE BILINGUAL INDIVIDUAL AND MULTILINGUAL SOCIETIES .........................................................................................

Week 3

Monday, Sept. 5: *Class cancelled in observance of Labor Day

Wednesday, Sept. 7, Lecture: The bilingual individual

• Reading due: François Grosjean, Individual bilingualism. (1994)
• Reading due: François Grosjean, Neurolinguists beware! The bilingual is not two monolinguals in one person (1989)]

Friday, Sept. 9, Section: Tutorial: Reading and analyzing a research article; using the library resources

• Select partner/paper for presentation

Week 4

Monday, Sept. 12, Lecture: Language Choice

• Reading due: Joshua Fishman, Who speaks what language to whom and when? (1967)

Wednesday, Sept. 14, Lecture: Diglossia

• Reading due: Joshua Fishman, Bilingualism with and without diglossia (1967/2000 reprint)

Friday, Sept. 16, Section: How to peer review; Presenting with Powerpoint

• Draft of critical review assignment #1 due
LANGUAGE CONTACT AND LANGUAGE MIXING .................................................................

BORROWING

Week 5

Monday, Sept. 19, Lecture: Contact effects: borrowing and imposition
  • Reading due: Donald Winford, Contact and borrowing (2010)

Wednesday, Sept. 21, Lecture: Bilingual structures
  • Reading due: Devin L. Jenkins, Bilingual verb constructions in Southwestern Spanish (2003)

Friday, Sept. 23, Section: Discussion: Academic disciplines of a university; Presentation
  • Presentation: Lotfi Sayahi: Diglossia and contact induced language change (2007)
  • Critical review assignment #1 due

CODE-SWITCHING AND LANGUAGE STRUCTURE

Week 6

Monday, Sept. 26, Lecture: The linguistics of code-switching
  • Reading due: Barbara E. Bullock & Almeida Jacqueline Toribio, Themes in the study of code-switching (2009)

Wednesday, Sept. 28, Lecture: The rule governed nature of code-switching
  • Critical review reading due: Shana Poplack, Sometimes I’ll start a sentence in Spanish y termino en español: toward a typology of code-switching (1980)
    [Optional reading: Carol Pfaff, Constraints on language mixing: code-switching and borrowing in Spanish/English (1979)]

Friday, Sept. 30, Section: Discussion: The “Gems” of Texas; Presentation

THE FUNCTIONS OF CODE-SWITCHING

Week 7

Monday, Oct. 3, Lecture: Why do people code-switch?

Wednesday, Oct. 5, Lecture: What are the social contexts for code-switching?

Friday, Oct. 7, Section: Peer Review; Presentation
  • Presentation: Ruth King and Terry Nadasdi, The expression of evidentiality in French–English bilingual discourse (1999)
  • Draft of critical review assignment #2 due for peer review
**LANGUAGE MIXING AS THE SOCIETAL NORM**

Week 8

**Monday**, Oct. 10, Lecture: Marked and unmarked choices

**Wednesday**, Oct. 12, Guest Lecture: Dan Olson
- Reading due:

**Friday**, Oct. 14, Section: Discussion: Academic research and working with human subjects; Presentation
- Critical review assignment #2 due

**GLOBALIZATION, COLONIALIZATION AND LANGUAGE MIXING**

**THE FUSION OF LANGUAGES IN EVERYDAY LIFE**

Week 9

**Monday**, Oct. 17, Lecture: Mixing in the media

**Wednesday**, Oct. 19: Lecture: The “glishes”

**Friday**, Oct. 21, Section: Discussion; Presentation

**OUR LOCAL “GLISH” - SPANGLISH**

Week 10


- [Optional reading: Kati Pletsch de Garcia ¡Ala! Linguistic innovation and the blending of cultures on the South Texas border (2008)]

**Friday**, Oct. 28, Section: Discussion of popular press writing; Presentation
- Reading: Lizette Alvarez, *It’s the talk of Nueva York: The hybrid called Spanglish*
IMMIGRATION, COLONIALIZATION AND ETHNOLECTS

IDENTITY

Week 11

Monday, Oct. 31, Lecture: Issues in identity, crossing, and styling

• Reading due: Mark Sebba and Tony Wootton, *We, they and identity: Sequential versus identity related explanation in code-switching* (1998)

Wednesday, Nov. 2, Lecture: Issues in identity, crossing, and styling


Friday, Nov. 4, Section: Presentation


• Paper proposal and bibliography due

PATTERNS OF MIXING IN DIFFERENT CONTEXTS

Week 12

Monday, Nov. 7, Lecture: Post-colonial language switching


Wednesday, Nov. 9, Lecture: Inventing languages


Friday, Nov. 11, Discussion: Tutorial on tools and skills to help organize your writing; Presentation

• Presentation: Brian Chan, *English in Hong Kong Cantopop* (2009)

• Critical review assignment #3 due

BEYOND SWITCHING: MIXED LANGUAGES

Week 13

Monday, Nov. 14, Lecture: Code-switching to language mixing


Wednesday, Nov. 16, Lecture: Typologies of language mixing


Friday, Nov. 18, Section: Tutorials: Writing a research paper

• Bring draft of your final paper
THE COGNITIVE ASPECTS OF LANGUAGE SWITCHING ..............................................................................................

Week 14

Monday, Nov. 21: Lecture: How do bilinguals mix?

**Wednesday, Nov. 23:** No Class: **Draft of your research paper due**

Friday, Nov. 25: No Class: Thanksgiving Break

Week 15

Monday, Nov. 28, Lecture: The cognitive benefits of bilingualism
  • Reading due: Ellen Bialystok, *Bilingualism: The good, the bad, and the indifferent* (2008)

**Wednesday, Nov. 30,** Lecture: Retrospective on the course

Friday, Dec. 2, Section: Brief (3-minute) presentation of research project.

Final research project report due, via email, by **Monday, Dec. 8.**
POLICIES AND PROCEDURES

Use of Blackboard: This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course.

Laptops and other electronic devices: Laptops may be used during class with permission from the instructor and for taking notes for this class only. Other electronic devices (cell phone, Blackberry, I-Phone, etc.) must be turned off during class.

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student’s learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, visit the Student Judicial services site http://deanofstudents.utexas.edu/sjs/. For a tutorial on plagiarism and academic integrity, visit the University of Texas Libraries site http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/.

Undergraduate Writing Center: The Undergraduate Writing Center, located in FAC 211, phone 471-6222, http://uwc.utexas.edu/ offers individualized assistance to students who want to improve their writing skills. There is no charge, and students may come in on a drop-in or appointment basis.

Services For Students With Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holidays: Religious Holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

University Electronic Mail Notification Policy: All students should become familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/cio/policies/

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

—Familiarize yourself with all exit doors of the classroom and the building.
—Remember that the nearest exit door may not be the one you used when you entered the building.
—if you require assistance to evacuate, inform me in writing during the first week of class.
—in the event of an evacuation, follow my instructions or those of class instructors.
—Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT-Austin Police Department, or the Fire Prevention Services office.