Spanish 383M
Seminar on Linguistic Code-switching
Spring 2012; unique code: 46670
T 10:00-1:00 in UTC 1.136

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- Office Hours: Wednesday 12:00-2:00, and by appointment

Description:

This graduate-level seminar is intended to present an in-depth treatment on the prevailing conceptual and empirical issues in the study of *code-switching*, the alternating use of linguistic codes within the same segment of discourse. This linguistic behavior has generated wide interest in the past years, as is made manifest in the wealth of code-switching research reported at professional meetings and published in trade journals.

This course will prove of broad appeal and substantial importance for students with specializations in syntax, phonetics/phonology, language acquisition, psycholinguistics, and sociolinguistics.

The material discussed will be organized and presented around five themes:

(i) Conceptual and methodological considerations in code-switching research
(ii) Social aspects of code-switching
(iii) Structural implications of code-switching
(iv) Psycholinguistics and code-switching
(v) Formal models of code-switching

Course prerequisites: graduate coursework in language structure.

Texts:

The course will center primarily on the nineteen chapters collected in *The Cambridge Handbook of Linguistic Code-switching* (B.E. Bullock & A.J. Toribio, eds., 2009) and will additionally draw on seminal works in the study of code-switching as well as more recent research published in journals and other compendia in linguistics and related fields. Course materials will be distributed in class or posted on Blackboard.

Assignments:

Students are expected to attend all class meetings and to engage in meaningful and constructive participation. In addition, students will take turns leading discussions on selected readings; a reading list will be distributed for each major section of the course and volunteers solicited. Students are also expected to complete several brief written assignments (1000-1500 words), among them, critical reviews of research articles and an analysis of a code-switching data set. The course culminates in the design and execution of a study of code-switching, to be developed and evaluated in stages throughout the term: proposal, annotated bibliography, presentation, written report.

Several components of the course will be evaluated:

- 20%: Participation
- 30%: Three brief written assignments
- 50%: An empirical study of code-switching

Course schedule (tentative):
Week 1: Introduction to the study of code-switching
Weeks 2-3: Conceptual and methodological considerations in code-switching research
Weeks 4-5: Social aspects of code-switching
Weeks 6-10, 11: Structural implications of code-switching
Week 11: Psycholinguistics and code-switching
Weeks 12-13: Formal models of code-switching
Weeks 14-16: Research project

Additional details regarding readings and assignments will be presented in detailed syllabi, to be distributed over the semester; see *Detailed Syllabus, p. 1*, attached.

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. Other electronic devices (cell phone, Blackberry, I-Phone, etc.) must be turned off and stowed 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/.

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 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 your instructors at least 14 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 the instructor during the first week of class.
—In the event of an evacuation, follow instructions from 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.

Introduction to the study of code-switching

Week 1, January 17

Optional reading

- Bullock, B.E. and A.J. Toribio. 2009. Themes in the study of code-switching. In B. Bullock and A.J. Toribio (eds.*), The Cambridge handbook of linguistic code-switching*, 21-39. Cambridge University Press.
- Benson, E. J. (2001). The neglected early history of codeswitching research in the United States. *Language & Communication,* 21: 23-36.

Conceptual and methodological considerations in code-switching research

Week 2, January 24

Required reading

- Gullberg, M., P. Indefrey, and P. Muysken. 2009. Research techniques for the study of code-switching. In B. Bullock and A.J. Toribio (eds.*), The Cambridge handbook of linguistic code-switching*, 21-39. Cambridge University Press.

Additional reading

- Gardner-Chloros, P. 2008. Bilingual speech data: criteria for classification. In Li Wei & M.G. Moyer (eds.), *The Blackwell guide to research methods in bilingualism and multilingualism*, 53-72. Malden, MA: Blackwell Publishing.
- Grosjean, F. 1998. Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition* 1: 131-149.
- Myers-Scotton, C. 2006. Natural codeswitching knocks on the laboratory door. *Bilingualism: Language and Cognition* 9: 203-212.
- Nortier, J. 2008. Types and sources of bilingual data. In Li Wei & M.G. Moyer (eds.), *The Blackwell guide to research methods in bilingualism and multilingualism*, 35-52. Malden, MA: Blackwell Publishing.

Week 3, January 31

Required reading

- Sebba, M. 2009. On the notion of congruence and convergence in code-switching. In B. Bullock and A.J. Toribio (eds.*), The Cambridge handbook of linguistic code-switching*, 40-57. Cambridge University Press.
- Treffers-Daller, J. 2009. Code-switching and transfer: an exploration of similarities and differences. In B. Bullock and A.J. Toribio (eds.*), The Cambridge handbook of linguistic code-switching*, 58-74. Cambridge University Press.
- Backus, A. and M. Dorlejn. 2009. Loan translations versus code-switching. In B. Bullock and A.J. Toribio (eds.*), The Cambridge handbook of linguistic code-switching*, 75-93. Cambridge University Press.

Additional reading

- Bullock, B., L. Hinrichs, and A.J. Toribio. Forthcoming. World Englishes, code-switching, and convergence. In *The Oxford Handbook of World Englishes*, M. Filppula, J. Klemola, & D. Sharma (eds.). Oxford University Press.