Spanglish

Instructor of record
Giuli Dussias (pdussias@psu.edu)- Office-Burrowes N346

Visiting Instructor
Chip Gerfen (gerfen@psu.edu)- Office-Burrowes N237

Class time
Mondays and Wednesdays 5:00 to 6:15

Office Hours
By appointment. To set up an appointment, send an email me an at pdussias@psu.edu.

How to contac me
I welcome your questions and comments all through the semester. I read my email (pdussias@psu.edu) on a regular basis but never check Angel for notes from students. I will use Angel for posting material relevant to the course, but we will rely on regular email for correspondence that needs timely attention.

Do not call my office if you need to get in touch with me. I am always running around or I am in one of my two labs (***Burrowes 247 or Moore 4A***) , so I will likely miss your call. Also, do not leave messages in my office phone. I never check them (and don't even know how to).

Overview of the course

This seminar will provide an in-depth examination of codeswitching, with both historical grounding and a review of contemporary codeswitching work. To begin the course, we will provide an historical overview, focusing on seminal papers in the field, so that students have an understanding of how syntactic constraint-based approaches to codeswitching arose in the literature, in large measure as a means of establishing that codeswitched language was not "a-lingual," but rather a reflection of constraints derived from the bilingual's two grammars. As we explore the issue of constraint-based approaches, we will also carefully examine methodological issues in these constraint-based models, focusing in particular on the limitations of the data and data collection paradigms that have constituted the basis for the theoretical claims made in the literature. In particular, we will critically evaluate a major issue in the codeswitching literature regarding the data: the debate regarding the relative value of corpus-based versus so-called competency-based data collection paradigms.

Our discussion of the methodological drawbacks and consequent limitations of traditional syntactico-structural approaches to codeswitching will serve as a transition to the second half of the course. Here, will focus on more recent approaches to codeswitching from a processing perspective. This line of work began with Joshi's work in the mid-1980s and has been extensively explored by Myers-Scotton in her 4-M model, which is both linguistically and psycholinguistically informed. We will also address work from a purely psycholinguistic perspective, which addresses issues arguably related to codeswitching (such as lexical switch tasks) from a perspective that has not been informed by linguistic theorizing. We will attempt to

related psycholinguistic research of this type to more linguistically informed approaches to the complex array of issues arising in codeswitching.

Course Materials

All readings are available on ANGEL as PDF files.

A. *Classroom presentation (10 points)*

You will be asked to give one seminar presentation during the semester. Presentations will be in groups of 2-3 students. Presentations should be approximately 60 minutes long, with time remaining for questions and discussion. The papers for classroom presentations are marked with an asterisk (*****) in the syllabus.

B. *Reaction papers (60 points- 20 points each per p*aper)

During the course of the semester, you will be asked to write three (3) reaction papers on three designated topics. Your response should be connected to the content of the topics discussed in class. Reaction papers should not exceed 5 pages single-spaced.

Topics of reaction papers:

A. **Reaction paper 1 (due on Monday, February 08):** Watch the following YouTube videos. How is this "code-switching" similar and or different from the code-switching that we are discussing in class?

   http://www.youtube.com/watch?v=bak7Io1wCgw
   http://www.youtube.com/watch?v=EZC_KeQjm4g

B. **Reaction paper 2 (due on Wednesday, March 03):** Watch the following YouTube video. So far, we have been discussing the idea that code-switching is not an aberrant linguistic phenomenon. How do the speakers in this video view their bilingualism? And the fact that they code-switch? Why do you think this is the case?

   http://www.youtube.com/watch?v=bTFds-BQjUc

C. **Reaction paper 3 (due on Monday, April 19):**

   Language switching studies have replicably shown a language switching cost (e.g., Meuter & Allport, 1999). This finding is consistent with numerous studies in the literature showing that switching tasks produce a cost (e.g., Allport, Styles, & Hsieh, 1994). For this final reaction paper, your task is to *argue in favor or against* the proposal that language switching and code-switching are fundamentally the same. Before you write your paper, read the following two articles (both are available through the online PSU library resources):

   - Meuter R. F. I., & A. Allport (1999). Bilingual Language Switching in Naming: Asymmetrical Costs of Language Selection. Journal of Memory and Language, *40*, 25–40

- Gollan, T.H., & Ferreira, V.S., (2009). Should I stay or should I switch? A cost-benefit analysis of voluntary language switching in young and aging bilinguals. *Journal of Expermental Psychology: Learning, Memory, &* Cognition, *35*, 640-665.

C. *Discussion questions (10 points-1 point per question)*

You are required to email everyone in the class a discussion question for one of the assigned Monday readings (the easiest way to do this is via ANGEL). The questions should be sent no later than 6:00 PM on the Saturday prior to the Monday meetings, to allow students enough time to reflect on them. We will use these questions to organize the discussion.

D. *Final proposal (20 points)*

You are required to write a 10-page proposal, outlining the details of an empirical study investigating a code-switching topic of theoretical relevance. **The paper is due on May 03rd**.

E. *Grading Scale*

A 94 to100
A- 90 to 93.9   C+ 75 to 79.9
B+ 87.9 to 89.9   C 70 to 74.9
B 83.33 to 87.8   D 60 to 69.9
B- 80 to 83.32   F 59.9 and below

Academic Integrity

The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy-49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but it not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Disability Access Statement

Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal

authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

Tentative Calendar

Week 1-	
Monday: Jan 11	Introduction: Overview of code-switching research
Wednesday: Jan 13	Introduction: Overview of code-switching research: **Dussias, P. E.** Chapter 2 of dissertation.
Week-2-	
Monday: Jan 18	**Martin Luther King, Jr. No Classes.** Please participate in the activities commemorating Martin Luther King.
Wednesday: Jan 20	Forty years of code-switching research: **Chan, B. H-S. (2009).** Code-switching between typologically distinct languages. In B. Bullock and A. J. Toribio (Eds.), The Handbook of Linguistic Code-switching (pp. 182-198). Cambridge: Cambridge University Press.
Week-3 Monday: Jan 25	Methodological considerations in the study of CS **Gullberg, M., Indefrey, P., & Muysken, P. (2009).** Research techniques for the study of code-switching. In B. Bullock & A. J. Toribio (Eds.), The Handbook of linguistic code-switching (pp. 21-39). Cambridge: Cambridge University Press.
Wednesday: Jan 27	Methodological considerations in the study of CS **Gullberg et al.** (cont).
Week-4 Monday: Feb 01	Code-switching and the brain: the interaction between grammar and semantics **Guillelmon, D., & Grojean, F.** (2001). The gender marking effect in spoken word recognition: The case of bilinguals. *Memory & Cognition 2001, 29,* 503-511.
Wednesday: Feb 03	**We will not hold regular classes on Feb 03. Instead, all students will be required to attend Florian Jaeger's Workshop on Statistics. More to come!**
Week-5 Monday: Feb 08	Code-switching and the brain: the interaction of grammar and semantics **Weber, A. & Paris, G. (2004).** The Origin of the Linguistic Gender Effect in Spoken-Word Recognition: Evidence from Non-Native Listening

Wednesday: Feb 10	**Code-switching and the brain: the interaction of grammar and semantics** **Wicha, N. et al. (2005).** When zebras become painted donkeys: Grammatical gender and semantic priming interact during picture integration in a spoken Spanish sentence. *Language and Cognitive Processes, 20,* 553-587.
Week-6 **Monday: Feb 15**	**Code-switching and the brain: the interaction of grammar and semantics** **Wicha, N. et al. (2005).** When zebras become painted donkeys: Grammatical gender and semantic priming interact during picture integration in a spoken Spanish sentence. *Language and Cognitive Processes, 20,* 553-587.
Thursday: Feb 18	**Invited Lecture by Dr. Nicole Wicha—Department of Biology- University of Texas at San Antonio. Place and time to be announced. 4:00 PM**
Week-7 **Monday: Feb 22**	**The Linguistics of CS-Linear constraints** **Poplack (1980).** Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics, 18,* 581-618.
Wednesday: Feb 24	**No classes** (I will be away in Baltimore)
Week-8 **Monday: March 01**	**The Linguistics of CS-Linear constraints** **Lipski, J. (1985).** *Linguistic Aspects of Spanish-English Language Shifting.* Arizona State University, Latin American Studies Center.
Wednesday: March 03	**The Linguistics of CS-Hierarchical constraints** **Woolford, E. (1983).** Bilingual codeswitching and linguistic theory. *Linguistic Inquiry, 14*, 520-536. **Di Sciullo, A. M., Muysken, P., & Singh, R. (1986**). Government and code-mixing, *Journal of Linguistic, 22*, 1-24.
Week 9 **March 08-10**	SPRING BREAK

Week-10	The Linguistics of CS-Hierarchical constraints
Monday: March 15	**Toribio, A. J. (2001).** On the emergence of bilingual codeswitching competence. *Bilingualism: Language and Cognition, 4*, 203-31.
Wednesday: March 1 7	No classes (CUNY)
Week-11 Monday: March 22	The study of CS from a processing perspective **Dussias, P. E. (2003).** Spanish-English code-mixing at the auxiliary phrase: Evidence from eye-movements. *Revista Internacional de Lingüística Iberoamericana*, 2, 7-34.
Wednesday: March 24	The study of CS from a processing perspective **Dussias, P. (2002).** On the relationship between comprehension and production data in codeswitching. In C. Wiltshire and J. Camps (Eds.), *Romance Phonology and Variation*, (pp 27–38). Philadelphia: John Benjamins.
Week-12 Monday: March 29	The study of CS from a processing perspective **Joshi, A. (1985).** Processing of sentences with intrasentential codeswitching. In D. R. Dowty, L. Karttunen, & A Zwicky (Eds.), *Natural language parsing* (pp. 190-205). Cambridge, U.K.: Cambridge University Press.
Week-13 Monday: April 05	The study of CS from a processing perspective **Myers-Scotton, C., & Jake, J. (2001).** Explaining aspects of codeswitching and their implications. In Nicol (Ed). *One mind, two languages: bilingual language processing*. (pp.84-116). Malden, MA: Blackwell.
Wednesday: April 07	The study of CS from a processing perspective **Presentation by Rosa Guzzardo: Linking production and comprehension of Spanish-English codeswitches involving the auxiliary phrase**

Week-14	**Code-switching and the Internet**
Monday: April 12	**Dorleijn, M., & Nortier, J. (2009).** Code-switching and the internet. In B. Bullock & A. J. Toribio (Eds.), *The Handbook of linguistic code-switching* (pp. 127-143). Cambridge: Cambridge University Press.
Wednesday: April 14	**Montes-Alcalá, C. (2009).** E-spanglish: Code-switching in electronic communication. *Code-switching across cultures,* Asean Academic Press.
Week-15	**Code-switching between sign languages**
Monday: April 19	*Quinto-Pozos, D. (2006).** Code-switching between sign languages. In B. Bullock & A. J. Toribio (Eds.), *The Handbook of linguistic code-switching* (pp. 221-238). Cambridge: Cambridge University Press.
Wednesday: April 21	**Social aspects of code-switching** **Gardner-Chloros, P. (2009).** Sociolinguistic factors in code-switching. In B. Bullock & A. J. Toribio (Eds*.), The Handbook of linguistic code-switching* (pp. 97-113). Cambridge: Cambridge University Press.
Week-16	**Code-switching in children** *Miccio, A., Scheffner Hammer, C., Rodríguez, B. (2009).** Code-switching and language disorders in bilingual children. In B. Bullock & A. J. Toribio (Eds.), *The Handbook of linguistic code-switching* (pp. 241-252). Cambridge: Cambridge University Press.
Wednesday: April 28	**Code-switching and the brain (reprise)** *Kutas, M., Moreno, E., Wicha, N. (2009).** Code-switching and the brain. In B. Bullock & A. J. Toribio (Eds.), *The Handbook of linguistic code-switching* (pp. 97-113). Cambridge: Cambridge University Press.