Course Information

Seminars: Wednesdays (1.30-4.30 pm)

Contact Information

Professor: Olga Tararova
Office: UC2313
Office hours: Wednesdays 12-1 or by appointment
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Course Description

A 3- hour seminar in Spanish focuses on Spanish bilingualism from three different perspectives: linguistic (morphosyntactic), sociolinguistic, psycholinguistic. The course examines typical language contact phenomena with materials from Spanish. A number of case studies of Spanish in contact is provided to deepen students understanding. Introduction to survey methods in sociolinguistics and psycholinguistics, and techniques for critically assessing different issues are demonstrated so students will be able to develop an individual research paper, as part of the course requirement.

Course Material

**Required weekly articles** (see below)
**Recommended:**

**Course Goals and Objectives**

This course aims to achieve the following:

- Provide a comprehensive synthesis of different aspects of bilingualism in a wide variety of Spanish-in-contact situations
- Raise a critical awareness of the complexity of bilingualism in the Spanish-speaking world in social, cultural and political contexts
- Develop strategies to write a solid research paper and design an experimental study

**Learning Outcomes**

By the end of the course, students will be able to:

- Describe in a clear and concise manner the major problems that bilinguals are faced with in Spanish-Speaking world
- Understand the difference between bilingual and monolingual speech
- Integrate the knowledge students have gained in the course to critically analyze future articles and develop a solid research paper

**Course Evaluation**

- Oral article presentations: 20%
- Final project outline: 15%
- Attendance and participation: 15%
- Presentation report on status of Spanish in Canada: 5%
- Project PowerPoint presentation: 10%
- Final paper “Plan of Action”: 35%

**Oral Article Presentations (20%)**

Each student will be required to individually present two articles from the list of the required readings (see below) in Spanish for roughly 30 minutes. The PowerPoint presentations have to include a summary of the article (divided by sections) and a critical discussion. The presentations have to generate further discussion of the issues discussed in the lecture and in the readings.

**Presentation Report on status of Spanish in Canada (5%)**

Each student will be required to find material related to status and role of Spanish in Canada and present it informally in class on October 17th. The material can include information on policies, language preservation/loss, language attitudes, language revitalization etc., and should be taken from newspapers, scholarly sources, etc. A 1-2 page report (Times New Roman, 12 pts, double-spaced) should be provided prior to coming to class.
Attendance & Participation (15%):
Students are expected to attend all the classes and participate actively during the discussion period. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance without active participation will lead to a poor final participation grade.

Final Project “Plan of Action” (15% - outline, 10% - presentation, 30% - final essay):
- **Final Project outline (15%)**
  Students are required to submit their project outline on one of the main issues seen in class. The outline should include the introduction, (some of) the previous research on the topic (5 scholarly sources) and a brief outline of possible solution. The paper should not exceed 5 pages (Times New Roman, 12 pts, double-spaced) and include references.
  Note: students have to consult the instructor for the approval of the proposed topic.
- **Project PowerPoint Presentation (10%)**
  Students will present the topic of their final project either on November 28th or December 5th in Spanish. The presentation will include a description of the proposed issue, a critical review of previous literature and problems associated with the issue, and possible solution(s) to the proposed issue. Since students will have received feedback on their final outline, it is expected that the PowerPoint presentation will include the revised comments/edits. The presentation should be roughly 20 minutes. It is also recommended that other students make comments or suggestions to the presenter.
- **Final paper (30%)**
  Students will be required to write an individual “Plan of Action” on one of the issues seen in class and propose a possible solution to a problem. You should think of some issues that bilinguals are faced with in different Spanish-speaking countries (e.g., bilingual education, language maintenance, language attitudes, etc.). Even though it is a creative project, your paper still needs to be formal and include a thorough section on previous literature. The paper should not exceed 10-15 pages (Times New Roman, 12 pts, double-spaced), including references. A hard copy of the papers together with an electronic copy must be submitted to the instructor by email.

**COURSE POLICIES**

Late or Missed Assignments:
Please note that the weighting of class assignments cannot be modified or changed. It is your responsibility to contact me immediately if you miss a class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO’s Policy on Accommodation for Medical Illness: [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm) for medical absences, or a letter from the College Registrar for other matters. Please note: “Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar.” Note also that an illness verification form will not automatically result in alternative arrangements. The physician’s report must establish that you were examined and diagnosed at the time of illness, and
not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of zero. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for class assignments.

**Late Penalties**
A late penalty of 10% per day (i.e., including weekends and holidays) will be applied on your assignments.

**Classroom Etiquette**
You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will be restricted to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is prohibited and will be treated as a breach of classroom etiquette.

**Communication:**
The Blackboard homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within 24 hours. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (SP 9729A) in the subject line.

### UNIVERSITY POLICIES AND SERVICES

**ACADEMIC INTEGRITY** is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences ([refer to Scholastic Offense Policy in the Western Academic Calendar](#)). *Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. This also applies to work facilitated or written for students by third parties.* If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

**SUPPORT SERVICES**
The Web sites for Registration Services is [http://www.registrar.uwo.ca](http://www.registrar.uwo.ca) and Student Support Services is [https://studentservices.uwo.ca](https://studentservices.uwo.ca) (including the services provided by the USC listed here: [http://westernusc.ca/services/](http://westernusc.ca/services/)). The Student Development Services can also be reached at [www.sdc.uwo.ca](http://www.sdc.uwo.ca)

**Important Notice:** Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/) for a complete list of options about how to obtain help.
### Course Schedule

TIP: To succeed in this course, you must read the assigned chapter prior to coming to the lecture.

<table>
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<tr>
<th>Dates</th>
<th>Course material</th>
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| **Week 1**: Sep 12 | Introducción al curso  
Capítulo 1: ¿Quién es bilingüe? pg. 1-18  
Montrul, S. (2013) |
| **Week 2**: Sep 19 | Capítulo 2: Aspectos sociales del bilingüismo pg. 25-39  
Palacios, A. (2014)  
Tararova, O. (2017) |
| **Week 3**: Sep 26 | Capítulo 3: El bilingüismo en España pg. 43-68  
| **Week 4**: Oct 3  | Capítulo 4: El bilingüismo en Hispanoamérica pg. 73-96  
O'Rourke, E. (2012)  
Carvalho, A.M. (2016) |
| **Week 5**: Oct 10 | FALL BREAK |
| **Week 6**: Oct 17 | **Mini Presentations/Reports**: El español en Canadá  
Loureiro-Rodriguez, V. (2013) |
| **Week 7**: Oct 24 | Capítulo 7: La adquisición de la lengua en la infancia, pg. 153-171  
| **Week 8**: Oct 31 | Capítulo 8: La adquisición de una lengua segunda (L2), pg. 179-199  
| **Week 9**: Nov 7  | Capítulo 9: Debilitamiento y adquisición incompleta de la primera lengua, pg. 207-233  
Montrul, S. A. (2011)  
**Final Project outline due** |
| **Week 10**: Nov 14 | Capítulo 10: Fundamentos de la educación bilingüe, pg. 241-257  
Montrul, S. (2009) |
| **Week 11**: Nov 21 | Capítulo 11: La educación bilingüe en España y en Hispanoamérica  
| **Week 12**: Nov 28 | **Final Project presentations** |
| **Week 13**: Dec 5  | **Final Project presentations**  
Tips on writing a solid research project |

Final project is due on **Dec 7th** before 12 pm.

**Required Readings:**


CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

I hope you enjoy the course 😊