

<b>ORIGINATOR'S SECTION:</b>		
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2018	
2. Current Course abbreviation and Number: LING 355 Heritage Languages and Heritage Speakers		

**TYPE OF CHANGE(S). Check  $\checkmark$  all that apply.**

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked ( $\checkmark$ ) above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

<b>3. Title:</b>		<b>Course abbreviation and Number:</b>
		Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
<b>4. Abbreviated Title for Banner (no more than 25 characters):</b>		<b>Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)</b>
<b>5. Number of Units:</b>		<b>Number of Units:</b>
<b>6. Catalog Description:</b>		<b>Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</b>
Introduces students to the linguistic and cultural properties of heritage languages, defined as languages partially acquired and later supplanted by the dominant language of a given community. Students will investigate phonological, morphological, and syntactic properties of heritage languages, cultural vs. linguistic knowledge with an emphasis on linguistic relativism, the relationship between heritage language and identity, heritage languages as a testing ground for universal properties of language, and pedagogical implications for teaching speakers of heritage languages. <i>Enrollment is restricted to students with upper-division standing.</i>		Introduces the linguistic and cultural properties of heritage languages, which are acquired in the home and later supplanted by the dominant language of the community. Investigates phonological, morphological, and syntactic properties of heritage languages, the relationship between language and identity, the role of motivation in language re-learning, of bilingualism on cognition, and the role of family, community, and public policy on language maintenance. <i>Enrollment is restricted to students with upper-division standing.</i>

**7. Mode of Instruction\*** (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture		
Activity		
Lab		

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Lecture		
Activity		
Lab		

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\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

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**CURRENT INFORMATION:**

**NEW INFORMATION:**

<p><b>8. Grading Method:*</b></p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<p><b>Grading Method:*</b></p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
<p><b>9. If the NP or CP grading system was selected, please explain the need for this grade option.</b></p>	
<p><b>10. Course Requires Consent for Enrollment?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean  <input type="checkbox"/> Program/Department/Director/Chair</p>	<p><b>Course Requires Consent for Enrollment?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean  <input type="checkbox"/> Program/Department/Director/Chair</p>
<p><b>11. Course Can be Taken for Credit More than Once?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, how many times (including first offering)</p>	<p><b>Course Can be Taken for Credit More than Once?</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, how many times (including first offering)</p>
<p><b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, indicate which course</p>	<p><b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, indicate which course and check "yes" in item #17 below.</p>
<p><b>13. Prerequisite(s):</b></p>	<p><b>Prerequisite(s):</b></p>
<p><b>14. Corequisite(s):</b></p>	<p><b>Corequisite(s):</b></p>
<p><b>15. Documentation attached:</b>  <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p>	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No  
 If yes, please specify:  
 Elective for Liberal Studies major multicultural requirement; elective for the Linguistics minor and the Border Studies major and minor

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	_____Support	_____Oppose
Discipline _____	Signature _____	Date _____	_____Support	_____Oppose

**18. Reason(s) for changing this course:**  
 The revised course description is more accessible to students. The content has not changed, but emphasizes topics that are of greater interest to students, such as language relearning and motivation, and the role of family, community, and public policy in maintaining heritage languages. These topics were covered in class before, so adding them specifically to the description will make it clearer to students what the course is about.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (Please Print) Nicoleta Bateman 9-27-17  
 Date

2. Program Director/Chair Kim K. Yang 9-29-17  
 Date

3. College Curriculum Committee [Signature] 11/1/17  
 Date

4. College Dean (or Designee) [Signature] 11/7/17  
 Date

5. UCC Committee Chair \_\_\_\_\_ Date

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date

7. President (or Designee) \_\_\_\_\_ Date

# Linguistics 355 – Heritage Languages and Heritage Speakers

FALL 2017

CRN 42756 TuTh 1:00pm—2:15pm SBSB 1108G

## Contact Information

Professor	Office	Office Hours	E-mail and Tel.
Dr. Nicoleta Bateman	SBSB 4227	Tue 2:20-3:20pm Wed 9:00-11:00am, and by appointment	<a href="mailto:nbateman@csusm.edu">nbateman@csusm.edu</a> 760-750-8036

## Course description

Introduces the linguistic and cultural properties of heritage languages, defined as languages acquired in the home and later supplanted by the dominant language of a given community. Investigates the phonological, morphological, and syntactic properties of heritage languages, the relationship between language and identity, the role of motivation in language re-learning, the role of bilingualism in cognition, and the role of family, community, and public policy on language maintenance.

## Class website

<http://cc.csusm.edu/>. It is the student's responsibility to check the class website (CC below). The content is updated weekly (assignments, e-mail, announcements). Please use internal course e-mail for correspondence about the course.

## Required readings

Articles and chapters posted on Cougar Courses. All readings are required. Occasionally I will ask you to print out an article and bring it to class.

## Course requirements

Students are required to attend class and participate, complete all reading and writing assignments, complete and present a final research project.

## Grading

Writing assignments	35 %
Reading assignments	10 %
Debate	5%
Final project	30 %
Final presentation	10%
Class participation	10 %
	100 %



## **Student learning outcomes**

Upon completion of this course students should be able to:

- understand and define the terms “heritage language” and “heritage speaker”
- articulate the kinds of questions linguists ask about the nature heritage languages
- understand and explain the methods of inquiry used to learn about heritage languages
- discuss the linguistic, cultural, and social factors that impact language development and explain how these are inextricably interwoven
- understand and describe basic differences between heritage speakers and “traditional” bilinguals
- present, both orally and in writing, arguments related to the notions of language maintenance and language policy

## **GEP student learning outcomes (GEP SLOs)**

Upon completion of General Education coursework, students will be able to:  
(the following are from the University’s GE Program website)

4. Use oral communication to effectively convey meaning to various audiences.
5. Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
6. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
8. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.

## **Reading assignments**

Readings are to be completed prior to the class during which they are to be discussed. The research articles on Cougar Courses will be presented and discussed first in groups, then with the entire class. For some of the articles, you will need to write up a reading response. I indicate which articles fall into this category in the schedule, and will provide further details in class and online.

## **Writing assignments**

In addition to the final project, writing assignments with specific instructions will be provided on Cougar Courses.

## **Final Project and Presentation (Group work)**

In lieu of a final exam, there will be a group final project and presentation, from the options below. You will have some class time to work on the project (see course schedule at the end of the syllabus). All options will involve research as well as writing a proposal, an annotated bibliography, a summary of research findings, a self-reflection, and a paper. Options 1 and 2 will submit a final revised draft of the paper during finals week, and Option 3 will submit the film or performance. Detailed instructions will be provided in class.

### **Final project options:**

1. **Research paper.** An in-depth investigation into the status of a particular heritage language in the US (include history of the language in the US and current demographics; language programs that teach those languages at various grade levels—either as second languages, or heritage languages; what linguistic research tells us about those languages)
2. **Research-based position paper.** An informed paper intended for a particular audience (teachers, community members, policy makers, group of SLPs and pediatricians, parents, or another group of your choice) that explains what heritage languages and heritage speakers are, the importance of maintaining those languages--backed by evidence (e.g. role of bilingualism in cognition, in academic achievement, in global citizenry, in identity, family relationships, personal growth). Provide concrete examples of potential ways each of the audience groups can be encouraging kids and adults to maintain their languages (can also include use of technology).
3. **Creative piece:** Create a short film (7-10 min) or do a performance illustrating/explaining what heritage languages are, how they can be maintained—same as #2 above. This creative option can also illustrate an individual or a group's heritage language story. If you select this option, during the oral presentation you will introduce the film or performance, and briefly explain your approach.

### **Class Presentation:**

For the oral presentation, you may either do a power-point or other format of an in-class presentation, or you may create a poster based on your research on the topic you are preparing for the final, and present that at the student poster showcase in November.

### **All University Writing Requirement**

This requirement will be met via reading responses, writing assignments, and the final project write up.

### **Policies**

- Late assignments will not be accepted (unless you have a compelling reason for not being able to submit an assignment on time; e.g. you cannot have a planned emergency!)
- No make-ups are allowed for the final paper and presentation.
- Feel free to ask questions in class. Chances are other students have the same question.
- Come to class on time, and do not leave early. Respect the learning environment and do not disturb the class. Texting, Facebook, Twitter, and other social networking sites are not appropriate for class time. You will be asked to leave the class and counted as absent.
- Turn off cell phones and other disruptive devices.

### **Missed class and Office hours**

- If you miss class for whatever reason, it is your responsibility to be informed about what was covered (ask a classmate for notes, check CC for assignments, handouts).
- Do not e-mail or come to OH expecting a run-down of what we did in a class you missed (this is especially important if your group worked together during that class time).
- Do come to office hours to ask any questions that you did not get to ask in class, for clarification, etc.

### **Class Participation and Attendance**

Full points will not be given for mere physical presence throughout the semester. Students are expected to actively participate in class discussions, to ask and answer questions, express their interpretation of a particular reading and be respectful of the interpretation of others. This course in particular will depend heavily on student involvement in discussion.

### **Students with disabilities**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **University Academic Honesty Policy**

The maintenance of academic integrity and quality education is the responsibility of each student within this University and the California State University system. Cheating and plagiarism in connection with an academic program at a campus are listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary action. Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes, but is not limited to the following:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication: falsification or invention of any information or citation in an academic exercise.
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism: intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

### **Tentative schedule**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Homework Assignment Due</b>
1	Aug 29	What are heritage languages? Who are heritage speakers?		
	Aug 31	Introduction to fundamental	Read heritage language briefs on CC	

		concepts in linguistics	Selections from Peyton et al 2001 Fromkin Ch. 1	
2	Sep 5	Theories of language acquisition; contextualizing the study of heritage languages.	Language files. 8	
	Sep 7	Bilingualism, bilingual first language acquisition. Where do heritage languages fit in?	Video: TEDx Potowski Valdés 2014	<b>HW 1</b> , see CC Exercises reinforcing basic concepts in linguistics and language acquisition
3	Sep 12	Code switching and its significance in bilingualism	Park-Johnson 2017	<b>HW 2</b> , written response to TEDx video <b>Reading assgt 1:</b> Park-Johnson 2017
	Sep 14	Why do heritage languages matter? Linguistic relativity: does language shape the way we think? Bilingualism and cognition.	Boroditsky 2001 Boroditsky 2011 Search for news articles on bilingualism and cognition and bring to class	
4	Sep 19	Language loss and language revitalization; parallels and differences with heritage languages Guest speaker: Jocelyn Ahlers	Romaine 2007	<b>HW 3</b> , Heritage languages in our community
	Sep 21	What does linguistic research tell us about heritage languages?	Polinsky and Kagan 2007	<b>Reading assgt 2:</b> Polinsky and Kagan
5	Sep 26	<i>Discussion of final group project</i>		
	Sep 28	Phonetics and Phonology in heritage languages	Oh et al 2003	<b>Reading assgt 3:</b> Oh et al 2003
6	Oct 3	Phonetics and Phonology in heritage languages	Kupisch et al 2014	<b>Project proposal due</b>
	Oct 5	Morphological and syntactic aspects of heritage languages	Davidson et al 2013 Heritage language brief on CC	
7	Oct 10-12	Group work: design questionnaire for interviewing a heritage speaker; conduct interview	Use resources on NHLRC website (see CC)	<b>Project: annotated bibliography due on Oct. 10</b> <b>Questionnaires due on Oct. 12</b>

8	Oct 17-19	Sociolinguistic perspectives. Heritage learner/speaker identity; motivation in language learning	He 2014 Bateman 2016	<b>HW 4</b> , Write up of interview with heritage speaker due Oct. 19
9	Oct 24-25	Continue discussion on identity and motivation.	Dressler 2010 <i>Tan 2010</i> (in class) Gutiérrez and Amengual 2016	<b>HW 5</b> , Personal linguistic history reflection <b>Reading assgt 3:</b> Dressler 2010
10	Oct 31, Nov 2	Language policies and practices in the US Language maintenance	Fishman 2014 Kim et al. 2015	<b>Project: summary due Nov. 2</b>
11	Nov 7-9	The future of heritage speakers: debate teams; class will form teams to debate on policy, education, and issues relevant to heritage languages and speakers. Read materials to support your side of the debate		Turn in your notes for the debate
12	Nov 14	Heritage languages outside the US		
	Nov 16	English as a heritage language	Kayam 2013	<b>HW 6</b> , Perspective assignment (what if you were a heritage speaker?)
13	Nov 21	Group work on final projects		<b>Project: first draft due</b>
	Nov 23	Happy Thanksgiving!		
14	Nov 28	Group work on final projects		
	Nov 30	Student presentations of final projects		
15	Dec 5-7	Student Presentations of final projects		
16	Dec 12	Final papers due by 3:45pm		

**Required readings (subject to change; please see Cougar Courses for all articles)**

- Bateman, N. 2016. "A longitudinal study of bilingual identity development in a heritage language learner." *Language and Dialogue* 6(2), 254-275.
- Boroditsky, L. 2001. "Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time". *Cognitive Psychology* 43, 1-22.
- Boroditsky, L. 2011. "How Language Shapes Thought. The languages we speak affect our perceptions of the world." *Scientific American*, February 2011, 63-65.



- Davidson, J., Israel de la Fuente, Silvina Montrul, and Rebecca Foote. 2013. "Early language experience facilitates gender processing in Spanish heritage speakers." *Bilingualism: Language and Cognition*. Published online: 08 April 2013. doi: 10.1017/S1366728913000114.
- Dressler, R. 2010. "There is no space for being German: Portraits of willing and reluctant heritage language learners of German." *Heritage Language Journal* 7(2): 1-20.
- Fee, Molly, Fishman, Joshua. 2014. "Three hundred-plus years of heritage language education in the United States." In Wiley, Terrence G. et al, eds, *Handbook of Heritage, Community, and Native American Languages in the United States*. Routledge. 36-44.
- Gutiérrez, Maria Elena and Mark Amengual. 2016. "Perceptions of Standard and Nonstandard Language Varieties: The influence of Ethnicity and Heritage Language Experience." *Heritage Language Journal* 13(1), 55-80.
- He, Agnes W. 2014. "Heritage language development and identity construction throughout the life cycle." In Wiley, Terrence G. et al, eds. *Handbook of Heritage, Community, and Native American Languages in the United States*. Routledge. 324-333.
- Kayam, Orly. 2013. "Heritage language maintenance among native English speakers living in Israel." *Journal of Sociological Research* 4(2), 308-317.
- Kelleher, Ann. 2010. What is a heritage language? Heritage Briefs. Center for Applied Linguistics. <http://www.cal.org/heritage/research/briefs.html>
- Kelleher, Ann. 2010. Who is a heritage language learner? Heritage Briefs. Center for Applied Linguistics. <http://www.cal.org/heritage/research/briefs.html>
- Kim, Yoon Kyong, Lindsay A. Hutchison, and Adam Winsloer. 2015. "Bilingual education in the United States: an historical overview and examination of two-way immersion." *Educational Review* 67(2), 236-252.
- Kupisch, Tanja et al. 2014. "Foreign Accent in Adult Simultaneous Bilinguals." *Heritage Language Journal* 11(2), 123-150.
- Oh, J. S., Jun, S., Knightly, L. M., & Au, T. K. 2003. "Holding on to childhood language memory". *Cognition* 86, B53-B64.
- Park-Johnson, Sunny. 2017. "Code Mixing as a Window into Language Dominance: Evidence from Korean Heritage Speakers." *Heritage Language Journal* 14(1), 49-69.
- Peyton, Joy Kreeft, Donald A. Ranard, and Scott McGinnis. 2001. "Charting a new course: heritage language education in the United States." In Peyton et al., eds., *Heritage Languages in America. Preserving a National Resource*. Center for Applied Linguistics. 3-29.
- Polinsky, Maria and Olga Kagan. 2007. "Heritage languages: in the 'wild' and in the classroom". *Language and Linguistics Compass* 1/5. 368-395.
- Romaine, S. 2007. "Preserving endangered languages". *Language and Linguistics Compass* 1/1-2, 115-132.
- Tan, Amy. 2010 "Mother Tongue." *Dreams and Inward Journeys: A Rhetoric and Reader for Writers*. Ed. Marjorie Ford and Jon Ford. 7th ed. New York: Longman-Pearson, 2010. 34-44.
- Val, Adriana and Polina Vinogradova. 2010. What is the identity of a heritage language speaker? Heritage Briefs. Center for Applied Linguistics. <http://www.cal.org/heritage/research/briefs.html>
- Valdés, Guadalupe. 2014. "Heritage language students: profiles and possibilities." In Wiley, Terrence G. et al, *Handbook of Heritage, Community, and Native American Languages in the United States*. Routledge. 27-36.