



## CIEE Seville, Spain

<b>Course Name:</b>	Bilingualism, Intercultural Communication, And Plural Identity
<b>Course Number:</b>	COMM 3002 / SPAN 3004 CSCS
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society and Communications, New Media and Journalism – Spanish Programs
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3 credits
<b>Contact hours:</b>	45 hours
<b>Term:</b>	Fall 2019

### Course Description

In the globalized, though culturally diverse, world of today, the relevance of learning another language or languages tends to be increasingly taken for granted. However, what is becoming an essential skill for interpersonal satisfaction is being **able to use** a second language for **common interpersonal communication** in situations in which it is highly likely that **more or less significant differences** exist in the overall communication and **in particular interaction**.

The **personal or individual bilingualism** is a distinction in bilingualism that refers to different types of cognitive knowledge and language skills related to the **common or frequent use of two (or more) languages** by a person while **intercultural competence** is achieved by acquiring the knowledge, skills, and attitudes that are necessary for communication / effective interaction between speakers of different cultures. The bilingual dimension and intercultural perspective significantly reinforce the **plural identities of a person**.

### Learning Objectives

The majority of the course will focus on the **intercultural perspective** of learning and the use of languages. The concept of '**intercultural**' has become a focus in interdisciplinary projection that is increasingly appearing in various disciplines within Humanities and Social Sciences. 'Intercultural' is defined as **(i)** the encounter between people of **different cultures and languages over the political boundaries of nations** and as **(ii)** the communication between people of different cultures – due to ethnic, socioeconomic, regional, occupational, gender / sexual orientation bases, etc. – within the borders of one nation.

This course focuses on the first definition of 'intercultural' as **the people that cross the political and administrative borders of today's world** (either by choice or due to different involuntary circumstances), especially **college students** participating in a **study abroad program** (in Seville).

This is an **interdisciplinary subject** that deals with important aspects of second language acquisition, personal bilingualism, communication / intercultural interaction / nonverbal communication, teaching second languages and foreign languages, sociolinguistic and socio-cultural identities, sociolinguistics, cross-cultural psycholinguistics and psychology.

### Course Prerequisites

Students enrolled in this course must have **knowledge and a use of the Spanish language that is between the upper-intermediate and advanced level**, in terms of both **oral and written skills**. It is



also highly desirable that students have a **clear interest** in the **communicative, social and cultural aspects** related to the use of Spanish and English, as well as any other language they have learned and know how to use.

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### **Method of Instruction**

Active and continuous participation by the student is a mandatory aspect of this course. For this reason, it is *absolutely necessary* that students complete the assigned readings before coming to class. Additionally, individually or in pairs and small groups, students will participate in complementary activities, such as brief **guided debates** (based on the reading and professor's lecture) and/or **personal summaries** and/or **brief presentations** on assigned topics and/or **conferences from guest speakers**.

### **Assessment and Final Grade**

**CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:**

1.	MIDTERM EXAM:	25%
2.	FINAL INDIVIDUAL PROJECT (TEXT AND ILLUSTRATIONS):	25%
3.	FINAL EXAM:	25%
4.	PARTICIPATION & 3 ACADEMIC ARTICLES:	25%

### **Course Requirements**

#### **Academic Articles**

Throughout the semester, the student must search for, summarize, and present two academic articles about a certain theoretical aspect related to the topics covered in class. The presentations will be assigned during the first week of class. The ideas presented in these articles should be written in oral presentation form, including a critique and a series of questions that will be used to spark a debate.

#### **Field Study**

In pairs, students must complete a field study project related to the observation and analysis of different types of speech and the written information that appears in public spaces around the city. The analysis must be based on intercultural communication between two languages, preferably Spanish-English.

#### **Final Project**

Students will need to turn in a Final Project. In this project, they should demonstrate their control of the concepts studied throughout the course, using at least three critical sources. The project should be 5 pages in length, double-spaced, and written in 12 pt. font in Times New Roman. The project's general ideas and conclusions will be presented in class in a conference-style format.

#### **Exams**

There will be one midterm and one final exam. Exams will be in the form of a critical essay and will be evaluated based on the theories and concepts learned throughout the course and that the



student is using their critical judgement which they have developed during the course from the debates, lectures and discussions in class.

**Out of class activity**

During the second half of the semester we will organize a **guided tour** related to the **observation and analysis of different types of information that is written in public places**. The analysis should either be **based on aspects of intercultural communication and/or Spanish/English bilingualism in written information** within a previously selected urban community like Seville (e.g., a neighborhood near the downtown area, the downtown area itself, etc.).

**Attendance policy**

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

\* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

**Academic honesty**

Students are expected to act in accordance with their university and CIEE’s standards of conduct concerning plagiarism and academic dishonesty. **Use of online translators for work in Spanish will result in an automatic failure.**

**Linguistic Resource Center**

Students are advised to attend the Linguistic Resource Center in order to check the grammar and spelling used in their papers.

**Weekly Schedule**

Week 1	<i>Introduction Introduction to Terminology</i>		
	<i>Basic aspects of foreign language acquisition and use. Bilingualism and its varieties.</i>		
Week 2	<i>Second language acquisition</i>	(Siguan 91-98)	

	<i>Methodology of acquisition.</i>	(Siguan 98-108)	
Week 3	<i>Bilingual mental processes</i>	(Siguan 131-144)	
	<i>The Bilingual Brain</i>	(Siguan 144-152)	Conference: The Bilingual Mind
Week 4	<i>The linguistic behavior of a bilingual</i>	(Siguan 152-160)	
	<i>Contexts of use and sociolinguistic situations</i>	(Siguan 160-173)	
Week 5	<i>Linguistic interference</i>	(Siguan 175-187)	
	<i>Dynamics and Structure of a Multilingual Society</i>	(Siguan 189-207)	
Week 6	Review		
	<b>Exam 1</b>		
Week 7	<i>Working toward intercultural competence in foreign language learning</i>	(Oliveras 9-12)	Film: Spanglish
	<i>Communication proficiency</i>	(Oliveras 13-21)	
Week 8	<i>Communication components</i>	(Oliveras 21-26)	
	<i>From sociocultural competence to intercultural competence.</i>	(Oliveras 27-40)	
Week 9	<i>Perspectives on intercultural interpretation.</i>	(Oliveras 41-50)	
	<i>Data presentation and analysis. Discussion and conclusions.</i>	(Oliveras 51-107)	
Week 10	<i>Languages in contact in Spain</i>	(Sinuan 231-254)	
	<i>Linguistic policies.</i>	(Siguan 271-295)	
Week 11	<i>Bilingual Education</i>	(Siguan 109-125)	
	<i>Languages and Cultures. Translation issues.</i>	(Siguan 297-322)	



Week 12	<i>Toward a multicultural multilingual future.</i>	(Siguan 347-357)	
	<b>Presentations.</b> Review.		<b>*Final Project Due</b>
	<b>FINAL EXAM</b>		

## Course Materials

### *Readings*

#### **Mandatory Readings:**

- A **booklet** has been prepared for the **mandatory readings** for this course.
- A **specialized dictionary of sociolinguistic terminology** (either in its original version, or photocopied). The sociolinguistic dictionary by *Swann et al.* is recommended. (See the recommended bibliography below)
- A good Spanish/English or English/Spanish dictionary.

#### **Recommended Readings**

- Abello-Contesse, C, P. M. Chandler, M. D. López-Jiménez y R. Chacón-Beltrán (eds). 2013. ***Bilingual and Multilingual Education in the 21<sup>st</sup> Century: Building on Experience.*** Multilingual Matters.
- Abello Contesse, C., C. Ehlers & L. Quintana Hernández (eds). 2010. ***Escenarios bilingües. El contacto de lenguas en el individuo y la sociedad.*** Peter Lang.
- Abello Contesse, C. 2004. El aprendizaje de una L2/LE en contextos bilingües. En J. Sánchez Lobato & I. Santos Gargallo (eds.) ***Enseñar español como segunda lengua/lengua extranjera. Vademécum para la formación de profesores,*** pp. 351-368. SGEL.
- Alcina, M. 2012. ***La comunicación intercultural.*** Editorial Anthropos.
- Antos, G. y E. Ventola. 2008. ***Handbook of Interpersonal Communication.*** Mouton de Gruyter.
- Auer, P. & L. Wei (Eds.) 2007. ***Handbook of Multilingualism and Multilingual Communication.*** Mouton de Gruyter.
- Baker, C. 2006 (4th edition). ***Foundations of Bilingual Education and Bilingualism.*** Multilingual Matters.
- Cook, V. 2002. ***Portraits of the L2 User.*** Multilingual Matters.
- Dörnyei, Z. y E. Ushioda. 2009. ***Motivation, Language Identity and the L2 Self.*** Multilingual Matters.
- Edwards, J. 2009. ***Language and Identity: An Introduction.*** CUP
- Feng, A., M. Byram y M. Fleming. 2009. ***Becoming Interculturally Competent through Education and Training.*** Multilingual Matters.
- Field, F. 2011. ***Key Concepts in Bilingualism.*** Palgrave Macmillan.
- Grupo CRIT. 2006. ***Culturas cara a cara.*** Edinumen (serie recursos).
- Hamers, J. F. & M. H. A. Blanc. 2000. (2nd edition). ***Bilinguality and Bilingualism.*** Cambridge University Press.
- Jackson, J. (ed). 2012. ***The Routledge Handbook of Language and Intercultural Communication.*** Routledge.



- Kiesling, S. F. y C. Bratt Paulston. 2005. ***Intercultural Discourse and Communication. The Essential Readings.*** Blackwell Publishing.
- Lange, D. L. y R. M. Paige (eds). 2003. ***Culture as the Core. Perspectives on Culture in Second Language Learning.*** Information Age Publishing.
- Martin, J. N. y T. Nakayama. 2011. ***Experiencing Intercultural Communication.*** McGrawHill.
- Niño-Murcia, M. y J. Rothman. 2008. ***Bilingualism and Identity. Spanish at the Crossroads with Other Languages.*** John Benjamins Publishing Company.
- Oliveras Vilaseca, A. 2000. ***Hacia la competencia intercultural en el aprendizaje de una lengua extranjera.*** Editorial Edinumen.
- Richards, J. C. y R. Schmidt. 2002. ***Longman Dictionary of Language Teaching and Applied Linguistics.*** Longman.
- Riley, P. 2007. ***Language, Culture, and Identity. An Ethnolinguistic Perspective.*** Continuum.
- Siguán, M. 2001. ***Bilingüismo y lenguas en contacto.*** Alianza.
- Spencer-Oatey, H. 2000. ***Culturally Speaking. Managing Rapport in Talk across Cultures.*** Continuum.
- Spencer-Oatey, H. y P. Franklin. 2009. ***Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication.*** Palgrave MacMillan.
- Swann, J., A. Deumert, T. Lillis y R. Mesthrie. 2004. ***A dictionary of Sociolinguistics.*** Edinburgh University Press.