

Note: This is an early draft syllabus. Readings and content are subject to change. 11/29/2021

Linguistics Program
Graduate Center / CUNY
Spring 2022
Room TBA (in-person)
Meeting times: W 4:15-6:15 PM

Instructor: Dr. Matt Garley
Office: TBA
E-mail: mgarley@york.cuny.edu
Office hours: W 2:15-3:15 PM
and by appointment

SYLLABUS | LING 79700-01

LANGUAGE CONTACT

Course Description

This course examines language contact phenomena from varied theoretical and methodological perspectives, including codeswitching and linguistic borrowing accounts alongside codemeshing and translanguaging accounts. The course begins with a structural and definitional examination of these phenomena, and continues with an exploration of the social contexts and sociolinguistic outcomes of language contact through the discussion of contact-induced language change and contact languages such as pidgin and creole languages. In addition, this course will feature readings on language contact in computer-mediated communication and the implementation of language contact and multi- or plurilingual models in computational linguistics. The course will culminate in a research project on language contact, which may employ sociolinguistic, corpus, and/or computational linguistic methods.

Course Modality

This is an in-person course, which will meet at the Graduate Center. The instructor will monitor the changing situation and institutional decrees with regard to the COVID-19 pandemic before and throughout the semester, and will make and announce (on Blackboard) necessary adaptations to modality accordingly.

Learning Objectives

When you finish this course, you should be able to:

- Understand and articulate the formal properties of language contact phenomena
- Appreciate the distinctions between different approaches to language contact, and the advantages of a variety of lenses
- Analyze the sociolinguistic contexts of language contact and how those contexts condition language contact phenomena
- Read and evaluate advanced academic literature on language contact from a variety of theoretical approaches
- Carry out original research on language contact phenomena through the analysis of natural language data.

Required Texts

Course readings are listed in the course schedule and will be provided by the instructor through Blackboard.

The most recent version of this syllabus can be found at: <https://tinyurl.com/LING79700>

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Course Technologies

Blackboard: Readings, assignments, feedback, grades, announcements, and a link to this syllabus will be delivered through Blackboard. Formal research assignments will be submitted to Blackboard. Please ensure that your e-mail address on Blackboard is up to date.

Grading

Final grades ranging from A to F will be based upon completion of all course requirements.

Assignment grade	Percentage of final
1. Contribution to class discussions and in-class participation	10%
2. Discussion guide (handout with discussion questions)	20%
3. Research proposal and literature review (800-1200 words)	10%
4. Research paper presentation (last two class meetings)	10%
5. Final research paper (2500-4000 words)	50%
Total	100%

Information about Assignments

Discussion Guide: Once per semester, students will be responsible for preparing a discussion guide (no more than 3 pages) which comments on the readings assigned for a given week. The discussion guide should include:

- 3-5 highlights/main points of each reading (in bullet point/list format) which should take up no more than half of the discussion guide.
- A holistic discussion of the readings for the week together, which comments on and evaluates the readings as a whole.
- Questions for class discussion (at least one per article, and at least one overarching discussion question/prompt).

A student responsible for preparing the discussion guide for the week should be prepared to actively contribute to that week's class session (though a full presentation is not required). Depending on course enrollment, multiple students may be asked to prepare discussion guides for the same week. The discussion guide should be saved in PDF format and sent to the course instructor at least 48 hours before the course session for the week in question.

Discussion guide sign-up sheet: [\[link to be added\]](#)

Research proposal with literature review (800-1200 words): This document should outline the topic and research question(s) of your proposed research project (~1 page), contain a literature review discussing at least four relevant sources (~1-2 pages), and outline your proposed methods for data collection and analysis with reference to the methods and theories we have discussed in the course. (~1 page).

Research paper (2500-4000 words): The course will culminate in a research project analyzing language contact through a theoretical lens chosen by the student, and using a methodology chosen by the student and approved by the instructor. Topics will be proposed by the students and approved by

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the instructor. The research project will constitute a research paper of 2500 to 4000 words. Students will be responsible for identifying research questions of interest, and investigating those questions through the analysis of linguistic data. The research project should include an introduction, a review of relevant literature, an overview of methodology and/or theoretical orientation, an analysis, and a discussion/conclusions section. The research paper assignment grade includes the submission of a draft for instructor feedback, and submission of the final research paper. Students are encouraged to draw on the theoretical orientations and methodological skills from other courses to engage research questions surrounding language contact phenomena.

Research presentation: Students will present their research in the last two course meetings (including the final examination week meeting), using a visual presentation aid (e.g. Powerpoint or Google Slides presentation).

Classroom Policies

Communication

The best way to reach me is via email. I will try to respond within 24 hours; occasionally it may take a little longer, especially toward the end of the semester or over the weekend—if you've waited longer than 24 hours, feel free to send another e-mail reminder.

If you're having problems with an assignment, if something that I have asked you to do is unclear, if you're having personal issues – anything that affects your work in this class – let me know as soon as you can, either in person, or via email. I will try my best to help you, but I can't help you if I don't know you're having trouble.

I have office hours at the GC as noted at the top of the syllabus; I can also schedule office hours (on Zoom) by appointment—e-mail me to arrange this.

Information for Students with Disabilities

It is Graduate Center and CUNY policy to provide appropriate accommodations to students with disabilities. Any student with a disability who may need accommodations in this class is advised to speak directly to the manager of Student Disability Services, located in Student Affairs, room 7301, or call 212-817-7400 or e-mail disabilityservices@gc.cuny.edu as early in the semester as possible. All discussions will remain confidential.

<https://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Disability-Services>

Academic Integrity Policy

A violation of academic integrity is any instance when a student attempts to pass off someone else's words or ideas as their own, no matter where they obtained those words or ideas, and no matter where these ideas are presented.

Please consult the CUNY policy on academic integrity at: <https://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

INC Grade Policy

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Grades of incomplete (INC) will only be granted at the instructors' discretion, and are not guaranteed to be granted. The grade of INC becomes permanent after one year, and cannot be changed to a letter grade after a student has been advanced to candidacy and has been moved to level 3. See the Graduate Center policy here:

<https://www.gc.cuny.edu/About-the-GC/Governance,-Policies,-Procedures/Detail?id=4335>

Academic Freedom and Respect

One of my chief concerns as an instructor is to establish an environment of academic freedom in the classroom that fosters students' personal and intellectual development. In order to do this, I support the rights of all students, faculty and staff to explore new ideas and to express their views. A necessary condition for this environment is an acceptance of the spirit of inquiry and a respect for diverse ideas and viewpoints. For true academic freedom to exist, this acceptance and respect must guide interactions in the classroom.

While the principle of academic freedom protects the expression and exploration of new ideas, it does not protect conduct that is unlawful or disruptive. There is a high standard for instructors and students in terms of mutual respect and civility. While each member of the community holds a number of rights, privileges and responsibilities, those individuals who disrespect the rights of others or who act in a way that discredit others violate the openness and the freedom of others in the classroom. As members of an academic community, we are obligated to be exemplary, both in our behaviors and in our attitudes. This obligation is especially important within the classroom context since this is one of the primary ways that learning and growth are fostered.

Expectations for Classroom Comportment

Learning and the exchange of ideas may take place in many settings, including the formal classroom, Blackboard, and email. When students and faculty come together, the expectation is always that mutual respect and civility will prevail to ensure that every student has the optimum opportunity to learn and that each faculty member has the best opportunity to teach. Disruptions of any kind affect the atmosphere of civility that is expected and interfere with the opportunity for learning and growth to which both faculty and students are entitled.

Differences of opinions or concerns related to the class should be welcomed if presented in a mutually respectful manner. The challenging of viewpoints is part of the academic experience, but should occur in a manner that opens up dialogue and does not threaten any member of the learning community.

The instructor is responsible for the classroom environment, which includes creating a setting for the safe and open exchange of ideas by all students. Each student is responsible for ensuring that their own behavior promotes these goals. Disruption of the learning process will not be tolerated and may lead to disenrollment or disciplinary action, as outlined in the accompanying procedures.

Procedures Related to Disruptive Classroom Behavior

The instructor has the professional responsibility and authority to maintain order in instructional settings, which includes but is not limited to classrooms, office hours, email, and Blackboard. The instructor will endeavor to promote an atmosphere of respect in the classroom, and expects students to do the same.

Student behavior or speech that disrupts the instructional setting or is clearly disrespectful of the instructor or fellow students will not be tolerated. Disruptive conduct may include, but is not limited to:

- rude or disrespectful behavior, e.g. insulting, scoffing at or belittling others

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- demeaning forms of address; vulgar or obscene language, slurs or other forms of intimidation
- unwarranted interruptions
- failure to adhere to instructor's directions
- physically or verbally abusive behavior

The instructor will keep careful written records regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. Students are strongly encouraged to contact the instructor concerning any such incidents for a timely resolution. The instructor will inform the department Executive Officer and the Dean of Students of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the Executive Officer and Dean of Students staff will meet to formulate an acceptable solution or mediate appropriate intervention strategies.

Please contact me about patterns in the classroom or in online interactions that are troubling or that may be impeding full engagement by you or others. If you have additional concerns, you may contact the Linguistics Program Executive Officer, Cecelia Cutler: ccutler@gc.cuny.edu

Class Schedule (Subject to Change)

Week	Dates	Reading (to be read before class)	Assigned/Due	Topic
1	W 2/2	Note to prospective students: I aim to have roughly 50-80 pages of reading per week once the syllabus is finished. The full list of readings will be determined by the beginning of the semester.		Syllabus and Welcome
2	W 2/9	Thomason (2001) – Ch. 1-2 (25 pp.) Winford (2019) – Theories of lg. contact (OHLC, 24 pp.)		Overview & introduction to language contact
3	W 2/16	Weinreich (1953) – Ch. 1 (6 pp.) Thomason & Kaufman (1988) – Ch. 3 (29 pp.) van Coetsem (TBD)		Language contact frameworks
4	W 2/23	Haugen (1950) – The analysis of linguistic borrowing (23pp.) Additional readings TBD		Borrowing
5	W 3/2	Gardner-Chloros (2010) Contact and codeswitching (BHLC, 20 pp.) Backus (2019) – Code-switching as a reflection of contact-induced change (OHLC, 22 pp.) Additional reading TBD		Codeswitching
6	W 3/9	Pfaff (1979) – Constraints on language mixing Additional reading TBD		Borrowing & Codeswitching
7	W 3/16	Readings TBD		Codemeshing, translanguaging, and language contact

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Week	Dates	Reading (to be read before class)	Assigned/Due	Topic
8	W 3/23	Readings TBD	Research project topic due	Contact languages I
9	W 3/30	Readings TBD	Research project topic discussion	Contact languages II
10	W 4/6	Readings TBD	Research project outline due	Language contact in sociolinguistic context
11	W 4/13	Poplack, Sankoff, & Miller (1988) – Social correlates of linguistic borrowing (58 pp.) Tadmor, Haspelmath, & Taylor (2010) – Borrowability and the notion of basic vocabulary (21 pp.)	Research project outline back	Corpus approaches to language contact
*	No class	Spring Recess: No class W 4/20	-	-
12	W 4/27	Readings TBD	Research paper draft due	Computational approaches to language contact
13	W 5/4	Readings TBD	Research paper draft back	
14	W 5/11			Final project presentations
15	W 5/18?	<i>Final exam week</i>	Final research paper due	Final project presentations