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

By completing this course, students will:

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.

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.

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.

Methods 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.

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.).

Assessment and Final Grade

1. Midterm Exam 25%
2. Final Exam 25%
3. Final Individual Project (text and illustrations) 20%
4. Academic Articles 20%
5. Participation 10%
TOTAL 100%

Course Requirements

Midterm Exam

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

3 of 7 using their critical judgement which they have developed during the course from the debates, lectures and discussions in class.
Final Exam

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.

Final Individual Project (text and illustrations)

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.

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.

Participation

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.

Attendance

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.

Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class 1.1 Introduction

Introduction to Terminology

Class 1.2 Basic aspects of foreign language acquisition and use.

Bilingualism and its varieties.

**Week 2**

Class 2.1 Second language acquisition

Siguan 91-98

Class 2.2 Methodology of Acquisition

Siguan 98-108
Week 3
Class 3.1 Bilingual Mental Processes

Siguan 131-144

Class 3.2 The Bilingual Brain

Siguan 144-152

Conference: The Bilingual Mind

Week 4
Class 4.1 The linguistic behavior of a bilingual

Siguan 152-160

Class 4.2 Contexts of use and sociolinguistic situations

Siguan 160-173

Week 5
Class 5.1 Linguistic Interference

Siguan 175-187

Class 5.2 Dynamics and Structure of a Multilingual Society

Siguan 189-207

Week 6
Class 6.1 Review

Class 6.2 Exam 1

Week 7
Class 7.1 Working toward intercultural competence in foreign language learning
Film: Spanglish

Class 7.2 Communication Proficiency

Week 8
Class 8.1 Communication components

Class 8.2 From sociocultural competence to intercultural competence

Week 9
Class 9.1 Perspectives on intercultural interpretation

Class 9.2 Data presentation and analysis. Discussion and conclusions

Week 10
Class 10.1 Languages in contact in Spain

Class 10.2 Linguistic Policies

Week 11
Class 11.1 Bilingual Education

Siguan 109-125

Class 11.2 Languages and Cultures. Translation issues

Siguan 297-322

Week 12

Class 12.1 Toward a multicultural multilingual future

Siguan 347-357

Final Project Due

Presentations

Class 12.2 Final Exam

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


