Syllabus: SPAN 160/LING 191A

Course Title: The Sounds of Spanish, English, and Spanglish in Los Angeles

Course Description:
This course provides a descriptive and critical overview of the languages spoken by Latinx populations in Los Angeles, specifically, Spanish, English, and Spanglish, with a focus on phonetics, phonology, sociophonetics, and bilingualism. This course will be taught in English and includes community-engaged research components. Students will participate in a collaboration with youth members in a community organization.

Instructor info

Ji Young Kim Pronunciation tip: G-young Kim Pronoun: she Virtual office hours: Tue & Thurs 2:00-3:00pm https://ucla.zoom.us/j/94044466039?pwd=NzBBazhieklCaC9qYVRQTEdhQ0tiUT09 Meeting ID: 940 4446 6039 / Passcode: 255398 E-mail: jiyoungkim@ucla.edu Physical mailbox: Across Rolfe 5310	**Kie Zuraw** Pronunciation tip: *Kie* rhymes with *pie* Pronoun: she Office hours: Mon & Wed 1:00-2:00pm Office location: Campbell 3122A E-mail: kie@ucla.edu Physical mailbox: Inside Campbell 3125 *Zoom info for Kie's office hours* ucla.zoom.us/j/8515370573 Meeting ID: 851 537 0573 *See BruinLearn for full Zoom invitation*

Zoom info

- See the BruinLearn site for Zoom links to class sessions and office hours
- Once the university allows it, we will hold class in person!
- Kie's office hours will also be hybrid once allowed (she'll be in her office, Campbell 3122A, but also with Zoom open on a computer)

BruinLearn site

- Log in to bruinlearn.ucla.edu and you should see this course
- This will be the place to…
  - Get Zoom links
  - See archived announcements
  - Get advance copies of handouts and slides
  - Download **readings**
  - Upload **assignments**
  - And more!

Community-engaged project

As part of this course, you'll be working with local youth at either (1) the Teen Tech Center (Bresee Community Center) or (2) the Koreatown Storytelling Project (Koreatown Youth and Community Center). You'll be working with high school students in the after-school program to develop **digital story-maps** of their neighborhood(s). Don't worry, we'll learn how to do the technological side of this in class!

Overview of what's involved–we will provide detailed guidance on each step!
- Choose which project you want to work on. You'll be working in groups of about 2-3 UCLA students and 2-3 high/middle school students.

    - Bresee Community Center: You'll (1) choose an area within the neighborhoods of Bresee student teammates, (2) form a research question with regard to the language use and linguistic landscape of the area, (4) take pictures of the linguistic landscape, (3) interview local residents, (5) edit the interviews, and (6) upload audio clips of parts of the interviews and images of the linguistic landscape to a digital story map.
    - KSP: You'll (1) interview business owners at sites that were affected by the 1992 Los Angeles uprising, (2) edit the interviews, and (3) upload the interviews on a digital story map.

- Visit the site in person (COVID permitting) in Weeks 3, 5, 7, 9
    - date/time TBA
- Meet with the high-schoolers over Zoom in Weeks 4, 6, 8, 10
    - date/time TBA
- Your weekly reflection essays (500 words) will ask you to connect what you're learning in your readings with what you're learning in the group project
- In Week 11 (exam week) we'll hold a community showcase event where all the groups, UCLA students and high school students, will make brief presentations of your projects to family, friends, community-center staff, and other guests. We hope for this to happen in person at Bresee
    - There are written progress reports (up to a page) to be turned in on these projects, but no written paper. The product will instead be the story map or interview.
- You will also write an individual paper (7 pages double-spaced) on a topic of your choice, with progress reports (up to a page) to be turned in

To make up for the fact that this is all a fair amount of work, there are no problem sets, quizzes, or exams. See table below for all the graded work.

We will share practical info soon on transportation and volunteer background check (Live Scan) needed for Bresee, as well as how you get both those things paid for by the course.

Schedule: subject to adjustment

Week	Date	Topic and readings	Note
1	1/3	Introduction	Zoom :(
	1/5	Language Use of Latinxs in Los Angeles ● Guerrero 2014: 'You Speak Good English for Being Mexican' East Los Angeles Chicano/a English: Language & Identity ● Villarreal 2013: Why Los Angeles Spanish matters	Zoom
2	1/10	Language Use of Latinxs in Los Angeles ● Sánchez-Muñoz 2018: Bilingualism in California	Zoom
	1/12	Getting ready for neighborhood mapping: Census, Google Maps clock function Activity: checking demographic claims from web sites and media	Zoom
3	1/17	**NO CLASS - Martin Luther King Jr. Day**	
	1/19	**GIS Workshop: ArcGIS StoryMaps** Invited speaker: Dr. Zhiyuan Yao, Data Science Center, UCLA Library ***4 PM: Site visit to Bresee***	**Class hopefully in person (guest speaker will join us by Zoom)**
4	1/24	**Linguistic Landscapes Workshop** Invited speaker: Dr. Jhonni Carr, Spanish & Portuguese, UC Berkeley ● Carr 2021: Reframing the question of correlation between the local linguistic population and urban signage.	**Hopefully in person (guest speaker will join us by Zoom)**
	1/26	Linguistic Landscapes: Methodology ***Zoom with youth partners***	
5	1/31	Chicano English ● Fought 1999: A majority sound change in a minority community: /u/-fronting in Chicano English	
	2/2	Chicano English ***Site visit, time TBA***	

6	2/7	Chicano English ● Santa Ana A. 1992: Chicano English evidence for the exponential hypothesis: A variable rule pervades lexical phonology	
	2/9	Chicano English *Zoom with youth partners*	
7	2/14	Heritage Spanish / Los Angeles Spanish ● Parodi 2014: El español de Los Ángeles: Koineización y diglosia OR ● Ronques & Rao 2018: Heritage Spanish phonetics and phonology	
	2/16	Heritage Spanish / Los Angeles Spanish *Site visit, time TBA*	
8	2/21	**NO CLASS – Presidents' Day**	
	2/23	Heritage Spanish / Los Angeles Spanish ● Robles-Puente 2019: Rhythmic variability in Spanish/English bilinguals in California *Zoom with youth partners*	
9	2/28	Spanglish and Mock Spanish	
	3/2	Spanglish ● Piccinini & Arvaniti 2015: Voice onset time Spanish–English spontaneous code-switching *Site visit, time TBA*	
10	3/7	Oral Presentations (UCLA)	
	3/9	Oral Presentations (UCLA)	
11	TBD	**Community Showcase**	

Grades

We're trying to keep the grading very simple and make it predictable for you. Each item below is worth a certain number of points. **If you turn it in and meet the requirements stated in the instructions, you get the points! If not, no points (i.e., no partial credit**).

item	when due	points
Weekly reflection essays (week 3 through week 9)	Sundays at 9pm	4% each; 28% total
Visit site (Bresee/KYCC) (week 3, 5, 7, 9) to work with youth OR, if sick or other emergency, take on leadership role in a Zoom meeting as an alternative (we'll give guidance on how)	(scheduled on Wednesdays)	3% each; 12% total
Participate in Zoom meetings (week 4, 6, 8, 10)	(scheduled on Wednesdays)	3% each; 12% total
Group project reports (week 4, 6, 8)	Sundays at 9pm	3% each; 9% total
Individual project reports (week 5, 7, 9)	Sundays at 9pm	3% each; 9% total
Final group project	Presentations in Week 11	20%
Final individual project	Presentations in Week 10 Final paper in Week 11	10%

If you have a documented illness or emergency and need an extension, let us know or have CAE contact us. In addition, you get **two late passes** that each allow you to turn in an item up to a week late. The idea is that you can use these when your circumstances aren't exactly an emergency, but it's just a week when it's hard to get everything done on time.