Heritage Language Acquisition and Teaching  
(FR/GER/JPNS/ENG/LC/LING/SPAN 679)  
Tuesday/Thursday 10:30 AM-11:45 AM, SC G038  
Spring 2014

Professor: Dr. Alejandro Cuza  
Office: SC 160  
Office hours: Tuesdays and Thursdays 2:00-3:00 PM (or by appointment)  
Email: acuza@purdue.edu

Course Description:  
This graduate seminar offers an introduction to current linguistic, sociolinguistic and instructional approaches to the acquisition and teaching of heritage languages in the US. This course is relevant given the large number of heritage language learners (HLLs) in the United States and the need for graduate teaching assistants in linguistics to be trained in the teaching of heritage languages. Emphasis will be placed on the teaching of Spanish, Chinese, and Korean heritage languages in the US. However, the theoretical and pedagogical discussions will be applicable to the learning and teaching of any heritage language including Russian and Japanese. The first part of the course touches on theoretical issues (ideological, educational, linguistic). The second part focuses on pedagogical issues, including curriculum development and assessment.

Course Objectives:  
(a) To develop specific knowledge of current approaches to HLA and teaching (grammatical competence, identity issues, historical issues, sociocultural issues).  
(b) To develop specific expertise on how to relate current theories to the effective teaching of heritage languages in the US and other curricular issues.  
(c) To train graduate students in linguistics to teach heritage language courses at the university level.

Course Materials:  
Required readings: All readings are available online in Blackboard under the folder Required Readings. Please note that some of the readings might be subject to change.

Course Requirements:  
Attendance and Participation 10%  
Article Presentation and Class-led Discussion 20%  
Mid-Term 15%  
Workshop on Teaching Materials 15%  
Teaching presentation 15%  
Final Project 25%  
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100 points

Grading Policy: This course will follow the +/- system. Please be aware that a B- in graduate school is an indication of inadequate academic progress.


Course Format: This is a graduate seminar. On Tuesdays, I will introduce general issues, and theoretical concepts. Thursdays will be generally dedicated to student-led discussions of research articles, workshops and teaching presentations.

Attendance and Participation: I expect students in this course to read the assigned articles and to come to class prepared to ask questions and show active participation. Students should feel free to ask questions, offer informed criticisms on the readings and comment on the topics under discussion. Active participation is not optional and students should not wait to be called on in order to participate.
Article Presentation/Discussion: Each student will present two articles related to the lecture topic and conduct a class discussion (45 minutes plus questions/discussions). Presentation format and evaluation criteria are available on Blackboard under the folder Article Presentations.

Mid Term: The mid-term will take place on Week 9 (before spring break). You will be asked to respond to one question out of three. Response to the question must be in essay-type format. It will be graded on a 100pt. scale with the following criteria used for grading: (a) accuracy of information on the basis of previous readings; (b) coherence and quality of writing; (c) insightfulness and creativity.

Workshop on Teaching Materials: The workshop on teaching materials will take place on Week 14. Each student will present one teaching material for 15 mts (10mts of presentation + 5 mts discussion). Please see folder Teaching Materials Workshop on Blackboard for tips, grading criteria and ideas for teaching material development. Please visit the following guidelines for teaching material elaboration: http://web.international.ucla.edu/nhlrc/page/curriculumguidelines/materials

Teaching Presentation: Each student will prepare a 25-minute teaching presentation (20mts of presentation + 5 mts discussion) using Power Point. The topic of the teaching presentation will be selected during the first week of class. The organization of the class must be grounded on current theory and research in heritage language teaching and acquisition. The teaching presentation should be in English but oriented to the teaching of a specific heritage language. Please see the Teaching Presentation folder on Blackboard for guidelines, tips, topics and grading criteria.

Final Project: The final project will consist of a teaching portfolio (in pairs). This includes the development of a course syllabus on the teaching of the heritage language of your choice as well as samples of two specific teaching materials that represent your teaching philosophy to heritage languages. The syllabus and teaching materials must be grounded on current research in HL teaching pedagogy. For specific guidelines, specifications and grading criteria please see the folder Final Project on Blackboard. The final project is due electronically on May 8 at 5:00 PM. The subject of your email should include your last names (alphabetically) and course number (e.g., Brown & Smith, LC679).


Policy on late work: No late work will be accepted. See specific deadlines in course schedule.

Policy of Academic Honesty: Purdue expects high level of academic honesty and integrity from its students. In this course you will be expected to turn in your own work without help from others, to acknowledge all sources of information in your assignments, and to maintain the same high level of honesty in all examinations. Cheating is not expected of any students, but in case a student violates the policy of academic honesty (i.e. cheats or commits plagiarism on any exams or other assignments), the student might receive a failing grade for the course. For further information regarding student conduct, see Sections II and III of Purdue University Regulations.

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue’s Nondiscrimination policy for more information: http://www.purdue.edu/purdue/ea_eou_statement.html
# Course Schedule

Note: This schedule is subject to change.

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<thead>
<tr>
<th>Week and Date</th>
<th>Topics and Activities</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>W1</strong> Jan. 14</td>
<td><strong>Introduction to course</strong></td>
<td>Selection of articles for presentations</td>
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<tr>
<td>Jan. 23</td>
<td>Lecture 3: Attitudes, identity issues and ideological issues in HLLs (con’t)</td>
<td>Leeman &amp; Martinez (2007)</td>
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<td>Jan. 30</td>
<td><strong>Independent Study:</strong> Li &amp; Duff (2008) (Chinese Heritage Lang. Education)</td>
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| **W8** March 4 | **Lecture 7:** The linguistic competence of HLLs | Montrul (2012)  
                             Cuza (2013) |
| March 6       | **Lecture 8:** The linguistic competence of HLLs (con’t) | Rothman (2007)  
                             Alarcón (2011) |
| **W9** March 11 | **Lecture 9:** The linguistic competence of HLLs (con’t) | Putnam & Sánchez (2013) (SPAN)  
                             Cuza & Pérez-Tattam (2012) |
| March 13      | **MID TERM**          |            |
| **W10** March 18-20 | **SPRING BREAK** |            |
| **W11** March 25 | Discussion | Polinsky (2011) (RUSS)  
                             O’Grady & Lee (2011) (KOR)  
                             Presentation 6: |
| March 27      | Discussion | Albirini el al. (2011) (ARAB)  
                             Cuza & Frank (2011) (SPAN)  
                             Presentation 7: |
| **W12** April 1 | **Lecture 10:** Assessment and placement of HLLs | Fairclough (2012)  
                             Carreira (2012) |
| April 3       | **Lecture 11:** The Spanish Heritage Language Program at Purdue. The DELE test. | Potowski et al. (2010) |
| **W13** April 8 | Discussion | Martin & Swender (2013) (SPAN/RUSS)  
                             Sohn & Shin (2007) (KOR)  
                             Presentation 8: |
| April 10      | Discussion | Kagan & Friedman (2003) (RUSS)  
                             Fairclough et al. (2010) (SPAN)  
                             Presentation 9: |
| **W14** April 15 | **Teaching Materials Workshop** | Student Presentations (4 students) |
| April 17      | **Teaching Materials Workshop** | Student Presentations (4 students) |
| **W15** April 22 | **Invited speaker (TBC)** |            |
| April 24      | | TEACHING PRESENTATIONS |
| **W16** April 29 | | TEACHING PRESENTATIONS |
| May 1         | | TEACHING PRESENTATIONS |
Required Readings

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:
Week 6:

Week 7:

Week 8:

Week 9:

[Prepare for Mid-Term]

Week 11:

Week 12:
**Week 13:**


**Other References**

**Books**


**Web Resources**

[http://web.international.ucla.edu/nhlrc/](http://web.international.ucla.edu/nhlrc/)