ENG 547:
The Grammar and Acquisition of Heritage Languages

Spring Semester 2021
Location: *Microsoft Teams*
Mon/Thur (12:00pm-1:29pm)

Instructor:	Natalia Pavlou	**Office hours:**
Email:	pavlou.natalia@ucy.ac.cy	Wednesday 9am-12pm, 1pm-3pm & by appt.
		Location: Microsoft Teams

Course Description

Overview:

During the course of our lives, we meet speakers whose multilingual background is defined by a number of different factors: ethnicity, the place where they grew up and their parents' language. Some of them are exposed to a certain language in their childhood, but then switched to another language, the dominant language of their society, later in their childhood. Multilingual contexts can often be closely defined in theory, but always rely on substantial or subtle differences in the acquisition path characterizing a person's linguistic development. This path has direct consequences in the creation of linguistic variation in the grammar of speakers with different levels of competence in various grammatical phenomena compared to other speakers in the community. Heritage speakers constitute a unique testbed for issues in acquisition, change and transfer within linguistic theory since they do not seem to exhibit native-like mastery of their first language in adulthood. In this class, we will examine the existent literature on the specifics of this attainment trajectory of these speakers, which can be characterized anything but clear.

Course Objectives
At the completion of this course, students will be able to:

- Distinguish and construct ways of defining different multilingual contexts

- Have a deep understanding of phenomena in grammar differentiating heritage language speakers from other speakers

- Have a good understanding of the relevant literature and provide a critical discussion of it

Course Details

Grade Distribution

Attendance and participation...	20%
Research Awareness Requirement...	10%
Background assessment..	30%
Final Paper..	40%

Attendance
Attendance is **obligatory** and no student is excused to miss class without prior notification to the instructor. Regular attendance and participation in class discussion will be reflected on the final grade. The COVID-19 pandemic has forced online teaching into our lives, which can only be perceived under the exact same teaching conditions as the ones we had previously known. This implies that if a student is found to be logged in the online meeting without being present, listening to the lecture and engaging with the material, they will be considered as absent on that day and will be removed from the online class by the instructor **without notice**. If the student is absent in the way described for three consecutive online meetings, these will count as regular absence from class and it is up to the discretion of the instructor to fail them in the course.

Research Awareness Requirement
The goal of a research awareness requirement is for you to get a glimpse of theories in linguistics are put into practice and are employed in a professional research environment. To satisfy the requirement, you have to attend one lab meeting and write a one-page summary of the presentation and discussion. Note: If you are completing this requirement in more than one classes, you should attend different meetings - the more you hear about research, the more you learn! **(One-page, double space, due on last day of class)**

Background testing and assessment
For this task, you will be given a language background questionnaire, which you will have to fill out for 4 speakers. At least two of the speakers should have the profile of a heritage speaker, according to the criteria developed in class, while the other two can either be heritage, bilingual, bilectal speakers or other (you may of course approach more than four people taking into consideration time restrictions). For this assignment, you will have to present, contrast and compare your findings based on the answers in the questionnaire. Discuss each case separately and the criteria that characterize their multilingual background by making reference to the material discussed in class **(Min. 1000 words, due on last day of class)**.

Final paper
The final paper should contrast the acquisition of two grammatical phenomena in heritage language grammar. You should focus on the experiments conducted, the populations tested and the discussion or explanation provided by the authors. You should use a minimum of 5 papers of different authors in the paper **(Min. 3000 words, due final exam date)**.

Classroom Etiquette
Students have an obligation to their classmates and instructor to behave in such a manner as to enhance the learning environment. Please do not engage in behavior which disrupts class or otherwise detracts from the ability of your fellow students to learn. Such behaviors include joining the online meeting late, leaving the meeting before class is dismissed, speaking while others are speaking, allowing noise from your microphone etc.

Textbook
In the class, we will read several papers and chapters, which will be regularly uploaded on Blackboard. You are encouraged to acquire as a textbook *Heritage Languages and their Speakers* by Maria Polinsky, Cambridge University Press.

Tentative Schedule
The schedule on the syllabus is subject to change. Changes, if any, will be announced in class.

Tentative Schedule

	Wk.	*Monday/Thursday*
1	18/1-22/1	Defining Heritage Speakers Polinsky & Scontras (2019), Londhal et al. (2019)
2	25/1-29/1	Defining Heritage Speakers Polinsky (2018): Chapter 1
3	1/2-5/2	Heritage English Polinsky (2018): Chapter 2
4	8/2-12/2	Heritage Languages cross-linguistically Rothman (2007), Kupisch & Rothman (2018)
5	15/2-19/2	Methods in Heritage Language Acquisition Polinsky (2018): Chapter 3
6	22/2-26/2	Methods in Heritage Language Acquisition Polinsky (2015)
7	1/3-5/3	Phonetics and Phonology Polinsky (2018): Chapter 4
8	8/3-12/3	Phonetics and Phonology Chang & Chao (2016), Kan (2020)
9	15/3-19/3	Morphology and Morphosyntax Polinsky (2018): Chapter 5
10	22/3-26/3	Syntax Polinsky (2018): Chapter 6
11	29/3-2/4	Syntax (No class on April 1) Montrul (2004, 2006)
12	5/4-9/4	Semantics and Pragmatics Polinsky (2018): Chapter 7
13	12/4-16/4	Discourse & Wrap-up Laleko & Polinsky (2013)