GESM 130g: Seminar in Social Analysis (GE-C)
Unlocking the Multilingual Multiverse: Mastering the Power of Language Skills
Fall 2024

Professor: Francesca Ricciardelli
Course Hours: twice a week
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Course Description:

Are you ready to step into the multilingual multiverse and turn your language skills into a superpower that unlocks the world's languages? Have you wondered what it would be like to understand all the world's content available online? Wouldn't it be great to use your plurilingual voice in our society?

With this course, you will delve into the concept of intercomprehension and its profound significance within the realm of multilingualism among plurilinguals. The course emphasizes real-world scenarios, equipping you with the tools you need to navigate linguistic diversity confidently. The course encourages you to analyze critically how cultural factors influence language use and interpretation. By examining case studies and engaging in cross-cultural discussions, you will gain insights into the intricate relationship between language and culture, while acquiring a more profound appreciation for the nuances of multilingual communication. Finally, the course explores the broader societal implications of multilingualism by emphasizing the role of intercomprehension as a bridge between languages and communities. We will also discuss ethical considerations related to intercomprehension and its contribution to language diversity, thereby encouraging thoughtful reflection on the ethical dimensions of language use in a globalized world.

This course offers a holistic understanding of intercomprehension, and what it means to transcend linguistic and cultural boundaries so as to empower learners with the knowledge and skills to navigate the rich tapestry of multilingualism in today's interconnected world. Participants will emerge with a nuanced perspective on the interplay between language, culture, and society, and will be prepared to engage meaningfully in multilingual contexts.

Learning objectives:

Understanding Intercomprehension:
-Define intercomprehension and its significance in multilingual contexts among plurilinguals
-Identify key linguistic features and strategies that facilitate intercomprehension among plurilinguals

Practical Application:
-Develop practical skills for applying intercomprehension techniques to understand and communicate in unfamiliar languages in everyday life

Cultural Competence:
-Analyze the cultural dimensions of multilingualism and its impact on intercomprehension.
-Identify how cultural factors influence language use and interpretation

Multilingualism in Society:
-Analyze the broader societal implications of multilingualism, including language policies, language preservation, and the economic benefits of a multilingual society
-Reflect on the ethical considerations related to intercomprehension and its role in language diversity

Course Requirements:

This course is based on specific topics that will be analyzed in class discussions, assigned readings, projects, and research papers. Students are required to participate in class discussions. One project/presentation and one research paper (12/15 pages) will be assigned to students based on their preferences or interests, there will be a midterm and a final exam that includes short essays which cover the topics discussed in class.

Course communication policies and course expectations:

If you have questions or concerns, please use your USC email rather than a private account, so your email does not go into my spam folder. Briefly state the reason for your request in the subject line of your email.

I expect you to come to class after you have read the articles, ready to discuss them with me and your peers. This is a seminar with in-class discussions, therefore participation and attendance are fundamental for your learning process. If you must miss a class, email me before the scheduled class to explain the reason for your absence and we will coordinate a way to make up for what you missed. Unexcused absences, tardiness, and leaving early lower your participation and overall grade as you are not able to participate. These points may not be reclaimed.

Assignments must be submitted on time. Excuses and deadline extensions may be discussed but are not guaranteed. If an extension is needed, students must email their requests ahead of time to ensure timely consideration. Late submissions result in points deduction. Punctuality is essential for fair and efficient evaluation.

Assignments:

The requirements are as follows, although more detail will be provided in class:

a) **Short Essay Exam > Definition and case analysis**

Submission is handed in during class time. The exam is one hour and twenty minutes.

b) **(Individual) Midterm Presentation on Personal Strategies**

Presentations will be held in class followed by Q&A and peer discussions.

c) **Discussions and Short papers are due together with:**
   1) **your reflection on the interview process,**
   2) **interview data analysis,**
   3) **the cultural dimension of multilingualism and cultural factors influence on the language(s) observed.**

Discussion is held in class. Paper Submission is via TurnItIn on BlackBoard. The short paper is the beginning/draft of the final paper which is due the last week of class. (4/6 pages)

d) **Reflection and Final Paper Due**

The discussion/reflection is held in class. Final paper Submission is via TurnItIn on BlackBoard. This is the final version of the class paper. (12/15 pages)

Weighting of Assignments:

Class participation: 10%
Short Essay Exam: 20%
Midterm Presentation: 15%
Short Paper: 15%
Reflection: 10%
Final Paper: 30%

Grading Scale:

93 -100 = A	73 – 76 = C
90 – 92 = A-	70 – 72 = C-
87 – 89 = B+	66 – 69 = D+
83 – 86 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	60 and below = F

Submission of Assignments:

Please submit your assignments using the TurnItIn function on BlackBoard by the due date and time.

Plagiarism and AI/ChatGPT:

Please see the paragraph below for information about plagiarism. I take plagiarism very seriously. If I judge you have committed academic fraud I will report you to the university.

Please remember that the use of translators, artificial intelligence such as ChatGPT, or any kind of outside help for these assignments, defeats the purpose of the assignment. It is strictly prohibited and constitutes a violation of the university code of conduct. As your instructor, I may require you to resubmit assignments for partial or no credit.

This seminar is an opportunity for you to learn how to do research and learn how to write a research paper. AI programs won't teach you these skills, and I see no point in grading a paper generated by softwares. TurnItIn recognizes if the words submitted have been used in other papers, websites, and AI programs.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health **-** *(213) 740-9355 – 24/7 on call*
sites.google.com/usc.edu/counseling-mental-health
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
988lifeline.org
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
sites.google.com/usc.edu/rsvpclientservices/home
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 740-0411
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
chan.usc.edu/patient-care/faculty-practice
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Topics and Overview:

WEEKS 1-3: UNDERSTANDING INTERCOMPREHENSION

Week 1
Define intercomprehension and its significance in multilingual contexts among plurilinguals.

Readings:
- The Guardian Article, How Learning and Thinking in a Foreign Language Improves Decision Making
- Oliva, Cedric & Donato, Clorinda & Ricciardelli, Francesca. (2020). Translation and Translanguaging Pedagogies in Intercomprehension and Multilingual Teaching. OLBI Working Papers. 10. 10.18192/olbiwp.v10i0.3543.
- Marx, N. (2012). Reading across the Germanic languages: Is equal access just wishful thinking? International Journal of Bilingualism, 16(4), (pp. 467–483). https://doi.org/10.1177/1367006911429517
- Marion Dufour, « '"Intercomprehension: a reflexive methodology in language education », *Éducation et sociétés plurilingues* [En ligne], (pp. 71-84). 44 | 2018, mis en ligne le 08 février 2019, consulté le 27 septembre 2023. URL : http://journals.openedition.org/esp/2411; DOI : https://doi.org/10.4000/esp.2411
- Intercomprehension: a linguistic bridge to intercultural understanding

Week 2
Identify key linguistic features and strategies that facilitate intercomprehension among plurilinguals.

Readings:
- Bonvino E, Fiorenza E and Cortés Velásquez D (2018) Observing Strategies in Intercomprehension Reading. Some Clues for Assessment in Plurilingual Settings. *Front. Commun.* 3:29. (pp. 1-15) doi: 10.3389/fcomm.2018.00029
- Jamet, Marie-Christine. (2022). Learner Profiles and Attitudes Towards Accent in the Foreign Language The Role of Language Backgrounds: The Role of Language Backgrounds. (pp. 3- 32) doi:10.30687/978-88-6969-628-2/001.

Videos:

- [Embracing Multilingualism and Eradicating Linguistic Bias - TED Talk](#)
- [Intercomprehension: you know more than you think you know!](#)
- [The benefits of a Bilingual Brain](#)
- [Can Romance Language Speakers Understand Each Other?](#)

Week 3
Discussion & Short Essay Exam > definition and case analysis

Readings:
- Piccardo, Enrica. (2022). Cultivating Plurilingual Gardens. (pp. 222-231) 10.1017/9781009037075.027.
- Cenoz, Jasone. (2013). Defining Multilingualism. Annual Review of Applied Linguistics. 33. (pp. 3-18) 10.1017/S026719051300007X.
- Garbarino, Sandra & De carlo, Maddalena. (2021). Intercomprehension: Strengths and Opportunities of a Pluralistic Approach. 10.4324/9781351002783-24. (pp. 337-359) https://www.routledgehandbooks.com/doi/10.4324/9781351002783-29

Video: [Why do I need to develop IC strategies?](#)

WEEKS 4-6: PRACTICAL APPLICATION

Week 4
Develop practical skills for applying intercomprehension techniques to understand and communicate in unfamiliar languages in everyday life.

Readings:

- Lars-Olof Delsing, "Scandinavian intercomprehension today" (pp. 231-246);
- Madeline Lutjeharms, "Processing Levels in foreign-language reading" (pp. 265-284);
- Robert Möller, "A computer-based exploration of the lexical possibilities of intercomprehension: Finding German cognates of Dutch words" (pp. 285-305); in Ten Thije, J.D. & L. Zeevaert (2007). Receptive multilingualism: Linguistic analyses, language policies and didactic concepts. Amsterdam: John Benjamins.

- Blees, Gerda J., Mak, Willem M. & Ten Thije, Jan. D. (2014) English as a lingua franca versus lingua receptiva in problem-solving conversations between Dutch and German students. *Applied Linguistics Review* 5(1), (173–193).

Week 5
Develop practical skills for applying intercomprehension techniques to understand and communicate in unfamiliar languages in everyday life.

Readings:
- Wei, Li. "New Chinglish and the Post-Multilingualism challenge: Translanguaging ELF in China" *Journal of English as a Lingua Franca*, vol. 5, no. 1, 2016, (pp. 1-25). https://doi.org/10.1515/jelf-2016-0001
- Wei, Li. Translanguaging as a Practical Theory of Language, *Applied Linguistics*, Volume 39, Issue 1, February 2018, (pp. 9–30), https://doi.org/10.1093/applin/amx039
- L. Maffi, ed. 2001. *On biocultural diversity: linking language, knowledge and the environment*. (5 pages) Washington, DC: Smithsonian Institution Press.

Week 6
(Individual) Midterm Presentation on Personal Strategies

WEEKS 7-9: CULTURAL COMPETENCE

Week 7
Analyze the cultural dimensions of multilingualism and its impact on intercomprehension. Students will conduct one interview with a plurilingual person (the interviewee must have signed a consent form).

Readings:

- Claudia Maria Riehl, *Neuroscience and Plurilingual Education. Trends for a Research Agenda.* (chapter 9, 16 pages)*;*
- Isabel Capron Puozzo, *The Plurilingual Individual: Cognition and Socialization.* (2 pages);
- Gail Prasad, *Pluriligual Possibilities in the US. Beyond Translamguaging with Minoritized Bilinguals to Critical Multilingual Language Awareness for All Learners.* (9 pages);
- Medadi E. Ssentada, Bonny Norton, *Plurilingualism in South Africa.* (6 pages);
- Michele Gazzola, *The Potential Future of Plurilingualism and the Role of Language Policy.* (2 pages); in The Routledge Handbook of Plurilingual Language Education Routledge
- Excerpts from Beacco, J-C., 2007. *From linguistic diversity to plurilingual education.* Language Policy Division, Council of Europe, Strasbourg. (aprox. 15 pages) Available at http://www.coe.int/t/dg4/linguistic/Source/Beacco_EN.pdf
- Castles, S. and Miller, M. J., 2003. *The age of migration, international population movements in the modern world.* (pp. 537-542) 3rd edn. Basingstoke and New York: Palgrave Macmillan.

Week 8
Identify how cultural factors influence language use and interpretation. The students will conduct one interview with a plurilingual person(the interviewee must have signed a consent form).

Readings:

- Diamond, J., 2001. Deaths of languages. *Natural History*, 110 (3), (pp. 30–38).
- Hau, C. S. and Tinio, V. L., 2003. Language policy and ethnic relations in the Philippine. *In* : M. E. Brown and S. Ganguly, eds *Fighting words: language policy and ethnic relations in Asia*. Cambridge, MA and London: MIT Press, (pp. 319–349).
- Tajeddin, Zia & Pakzadian, Maryam. (2020). Representation of inner, outer and expanding circle varieties and cultures in global ELT textbooks. (15 pages) Asian-Pacific Journal of Second and Foreign Language Education. 5. doi: 10.1186/s40862-020-00089-9.

Week 9
Discussion and Short paper due with reflection on the interview process, interview data analysis, the cultural dimension of multilingualism and cultural factors influences on the language(s) observed.

WEEKS 10-13: MULTILINGUALISM IN SOCIETY

Week 10
Analyze the broader societal implications of multilingualism, including language policies, language preservation, and the economic benefits of a multilingual society.
[The role of Translanguaging in the US.](#)

Readings:

- Pavlenko, Aneta. (2023). Multilingualism and Historical Amnesia: An Introduction. (pp. 1- 49) 10.1017/9781009236287.001.
- Hungwe, Vimbai. (2023). Promoting multilingualism through translanguaging in South African classrooms. Journal for Language Teaching. 57 (20 pages) doi: 10.56285/jltVol57iss1a5273.

Week 11
Analyze the broader societal implications of multilingualism, including language policies, language preservation, and the economic benefits of a multilingual society.

Readings:

- Raitskaya, Lilia & Tikhonova, Elena. (2023). Multilingualism and Beyond: Implications for Education. Journal of Language and Education. 9. (pp. 5-11). 10.17323/jle.2023.17581.
- Schwieter, John. (2023). Multilingualism: Consequences for the Brain and Mind. (excerpts TBD, aprox. 50 pages) https://www.mdpi.com/books/book/7623-multilingualism-consequences-for-the-brain-and-mind
- Erduyan, Işıl & Bayyurt, Yasemin. (2022). Multilingualism With English. (pp. 1-7) 10.1002/9781118784235.eelt1033.

Week 12 - Multilingualism in Society
Reflect on the ethical considerations related to intercomprehension and its role in language diversity.

Readings:

- Wright, Laura. (2023). How Multilingualism Came to Be Ignored in the History of Standard English. (pp. 107-122) 10.1017/9781009236287.005.
- Daelman, Julie & Lierde, Kristiane & Bettens, Kim & Nys, Jana & D'haeseleer, Evelien. (2023). Attitudes of Teachers toward Multilingualism, Heritage Language Maintenance

and Second Language Learning at School. Folia phoniatrica et logopaedica : official organ of the International Association of Logopedics and Phoniatrics (IALP). (pp. 1-19) 10.1159/000531105.
- KURT, Ali. (2022). Sociolinguistics and its Contribution to Foreign Language Learning. Uluslararası Beşeri ve Sosyal Bilimler İnceleme Dergisi. 6. (pp. 145-152) 10.55243/ihssr.1217248.
- Forbes, Karen. (2022). We are multilingual: identity education to promote engagement and achievement in schools. (8 pages)
- Eslit, Edgar. (2023). Language and Literature Education in the Era of Global Connectivity: Navigating Multilingualism, Cultural Diversity, and Technological Advancements. (pp. 1-13) 10.20944/preprints202307.1119.v1.

Week 13 - Multilingualism in Society

Reflect on the ethical considerations related to intercomprehension and its role in language diversity.

Readings:

- Ávila-López, Javier & Rubio Alcala, Fernando. (2023). Multiliteracies and multilingualism in adult migrants: A systematic review. European Journal of Language Policy. 15. (pp. 167-189). 10.3828/ejlp.2023.10.
- Radke, Henning. (2023). Multilingualism and Mixed-Mode Communication: Sociolinguistic Insights into the German-Namibian Diaspora. Chapters 6, 7 and 8. (pp 109 - 189) 10.48273/LOT0649.

WEEKS 14-15: REFLECTIONS AND CONCLUSIONS

Week 14 Reflections

Reflect on the languages around us and their impact in our daily life. Observe if intercomprehension changed our societal point of view. Watch videos on IC and multilingualism and discuss them.

Videos:

- [Multilingualism and Its Impact | Srishti Gotam | TEDxYouth@Evans](#)
- [Citizens of the World: The Multilingual Child and Adult: Dr. Edwin Gerard at TEDxCulverCity](#)
- [Why We Struggle Learning Languages | Gabriel Wyner | TEDxNewBedford](#)
- [Lessons from a teenage polyglot | Tim Doner | TEDxTeen](#)

Week 15 Conclusions - Reflection and Final Paper Due
Reflect on the languages around us and their impact in our daily life. Observe if intercomprehension changed our societal point of view. Reflect and discuss our ideas for the future and what we can do to enhance our language awareness and our plurilingual ability.

Videos:

- [Plurilingual Strategy 5: Pluriliteracies](#)
- [Dr. Angelica Galante: Exploring Plurilingual and Pluricultural Experiences](#)

ASSIGNMENT PROMPT:

Objective: The purpose of this assignment is to reflect on your interview and the process that you used, by analyzing the interview data, and exploring the cultural dimensions of multilingualism. Additionally, the aim of the assignment asks you to examine the impact of languages on our daily lives, consider the concept of intercomprehension, and discuss ideas for enhancing language awareness and plurilingual abilities for the future. The final paper will be an accumulation of your efforts throughout the semester, with the goal of extending the groundwork laid in the short paper following the interview.

Requirements:

Reflection on the Interview Process:

- Reflect on your experience as an interviewer, discussing personal insights, challenges, and surprises encountered during the interview process.
- Analyze the effectiveness of the interview process in capturing diverse perspectives on multilingualism.

Interview Data Analysis:

- Present key findings from the interview data, highlighting common themes and patterns.
- Use relevant quotes and anecdotes from interviews to support your analysis.

Cultural Dimension of Multilingualism:

- Explore the cultural aspects of multilingualism, considering how language is intertwined with cultural identity.
- Discuss the role of language in shaping cultural perspectives and vice versa.

Cultural Factors Influencing Language(s) Observed:

- Examine specific cultural factors that influence the languages observed during the interviews.
- Analyze how cultural nuances impact language use and communication.

Languages Around Us and Their Impact in Daily Life:

- Reflect on the languages present in your surroundings and their impact on your daily life.
- Discuss the role of language diversity in fostering a rich and inclusive societal environment.

Intercomprehension and Societal Point of View:

- Investigate the concept of intercomprehension and its potential to change societal perspectives on language.
- Discuss any observed shifts in societal attitudes toward language diversity.

Ideas for the Future:

- Reflect on the implications of your findings for the future of language awareness and multilingualism.
- Propose practical ideas and strategies for enhancing language awareness and plurilingual abilities in society.

Conclusion :

- Summarize the key insights gained from the interview process and data analysis.
- Emphasize the importance of promoting language awareness and embracing linguistic diversity in our communities.
- Provide specific and personal recommendations/insights for individuals, educational institutions, and policymakers to promote language awareness and plurilingual abilities.

References:

- Include a comprehensive list of references, citing relevant literature and sources that informed your research - use MLA (9th ed., resources will be provided in class before the short paper assignment).

Format: 12/15 pages, double-spaced, 12-point Times New Roman font, with 1-inch margins.