FLNG 355 Bilingualism in North America Instructor James Morris

FINAL PAPER

Instructions from syllabus:

**Final Paper:** The final paper will be about one of the bilingual singers/musical groups that have been studied in class OR are in the list of singers in the syllabus. The investigation must address the circumstances of the singer’s life that made the singer bilingual/multilingual with focus upon the history and politics of the region where he or she lived and the events that created situations of diglossia or that might have caused his or her family to migrate. The paper can also contrast cultures and rhythms as evidenced in the body of the artist’s repertoire. The paper must be typed, double-spaced, MLA or APA style and should be turned in to the assignment page on the class Bblearn site. All papers will go through a system that checks for plagiarism. Due date is listed on syllabus

**Length and research:**  3-5 pages; three sources

**Grading Rubric:**

 Content 60%

1. Information about the language and culture of **the place/places**

 where the singer has lived (15%)

1. Information about **the singer’s life** and how it is that he or

She came to be bi-or trilingual (15%)

1. Information about how the singer uses **language in his or**

**her songs.** Does she code-switch? Does he use one language for

some songs and one language for other songs? If so, is there

a distinct style, rhythm or accompaniment to songs in one of the

languages? If you want to use this section to address anything else

about the music, feel free. (15%)

1. Why did you choose this person? What is it about this music or this

singer that appeals to you? This is the only part of the paper where you can

use “I.” The rest of the paper should be written objectively without

inserting personal observations. (15%)

English 25%

You will be graded on your academic writing: syntax, spelling,

coherence, cohesion and clarity of language. I do not like

ornate and convoluted sentences. Keep your writing clean, direct and clear. Read it out loud and pretend that a14-year-old with an IQ of 150 is listening to you. If that 14-year-old does not understand, it is likely that you have “over” written.

Structure 15%

The sections listed above in **content** should be clearly divided

through the use of paragraphs. Each paragraph should begin with an

introductory sentence and end with a sentence that has summative

characteristics.

**A possible structure:**

*Introduction* – Shakira……..Colombia and the United States…..Spanish, English and

Arabic

*Colombia –* Spanish is the majority language…..immigrant population….

Minority languages

*Shakira* – Shakira was born to parents that…….spoke her languages \_\_\_\_\_...

was discovered…..moved to the United States

*Language use* – as a child Shakira sang …..after moving to the United States……

Sings in Spanish…….

*I* – Since I was a little girl, I have listened to Shakira……Since then I have

started listening to other music that……

*Conclusion*