

Bilingualism
LING 477
The University of Montana

Time: MWF 10:00-10:50 p.m.
Instructor: Dr. Rebecca Wood
Email: rebecca2.wood@umontana.edu

Place: Social Sciences 258
Office: Social Sciences 232
Office Hours: MW 9-10 or by appointment

Course Description

Bilingualism is a survey course, designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of bilingualism. The class will examine how bilingualism is defined and measured, the development of bilingualism, linguistic behaviors of bilingual speakers, the psycholinguistic and neurolinguistic bases of bilingualism, the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for bilinguals and society as a whole.

Prerequisite

LING 270 is a prerequisite for this course.

Required Readings

The Handbook of Bilingualism and Multilingualism. Tej K. Bhatia and William C. Ritchie, Eds. (2014).

Additional articles will be posted on our course Moodle site. Where relevant I will point you to further readings on the topics we discuss. As well, feel free to ask me about other relevant literature.

- Make sure you have read the assigned chapters/articles BEFORE the class they are scheduled to be discussed. Even if you do not understand all the material you read, it is important to be familiar with the topic before we discuss it in class
 - You are expected to bring 2 questions and 2 comments/reflections about each reading to every class.
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Moodle

This course has an online supplement Moodle site, which can be accessed at: <http://umonline.umt.edu/> (follow the Moodle login links). Slides, handouts, readings, etc. will be posted there for downloading. Links to Student Resources and Tech Support http://umonline.umt.edu/tech_support/ are available at the login page. Please inform me if you have any problems accessing the site.

Course Policies and Procedures:

Attendance: You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible. I also urge you to contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is your responsibility to make sure that you sign the sheet so that you are registered as being in class.

- Respect: Arrive to class on time. We will begin class promptly at 10:00 a.m. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. You can catch up on what you may have missed after class. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus), contact me as soon as possible.

- **Student Conduct Code:** You are expected to be familiar with the University of Montana Student Conduct Code. “Being a student at UM presupposes a commitment to the principles and policies embodied in this Code.” The Conduct code is downloadable from the following website: http://life.umt.edu/vpsa/student_conduct.php. You are also expected to be familiar with the University of Montana Academic Policies and Procedures: <http://www.umt.edu/catalog/acad/acadpolicy/default.html>.
- **E-mail:** Throughout the semester, course information will be circulated by e-mail to your UM e-mail address. Make sure that you check that e-mail account often. You are responsible for ensuring that you are able to receive any course information circulated by e-mail. If you have any concerns, please speak to me.
- **Course Accommodations Statement (DDS):** If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at <http://life.umt.edu/dss/>.
- **Technical Requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents (.ppt, .doc, .pdf), webpages, etc. More information can be found on the UOnline Systems Requirements page: http://umonline.umt.edu/tech_support/system_requirements.php. Contact UOnline: 406-243-4999; http://umonline.umt.edu/tech_support for assistance.

Course Structure

Class meetings will include lectures, discussions, guest talks, individual and group presentations, and other linguistic training. Powerpoint slides will be posted on the course Moodle site for downloading after presentation in class. Throughout the course we will be reading and discussing book chapters and articles (see schedule below for our reading timetable).

We will have guest talks during the semester which will focus on topics relating to the study of bilingualism.

Learning Outcomes

Upon successful completion of this course, you will:

- describe several ways of measuring bilingualism among individuals and society, along with the difficulties with each method
- understand the influence of bilingualism on cognition
- describe how individuals acquire and use multiple languages
- describe the influence of society, education, and family on how bilingual speakers use language
- understand how language dominance, ideologies, and policies impact language use and maintenance

Assessment (undergraduate)

Participation	10%
Exam 1	20%
Exam 2	20%
Position Papers (4 x 5 pts)	20%
Final Oral Exam	30%

Assessment (graduate)

Participation	10%
Exam 1	20%
Exam 2	20%
Position Papers (4 x 5 pts)	20%
Squib/Presentation	10%
Final Oral Exam	20%

- Participation includes attendance, assigned readings, introductory questionnaire answering/asking questions in-class, participating in discussions, individual and group presentations, etc.

- Exams: there will be two midterm exams which will consist of short answer and essay questions based on readings, lectures, and in-class discussions
- Position Papers involve writing four short (500 words) position papers based on the reading materials, lecture content, and discussions.
- Final Oral Exam: the final oral exam will consist of four questions based on the material from the entire course. You will be given a study guide to prepare for these one on one exams that will take place during finals week. Further information will be circulated later in the term.
- In addition to the assessment for undergraduate students, **graduate students** are required to write a 5-page squib. Squibs are due by **10:00 am Thursday, December 15**. Graduate students will also be asked to present this information in a brief 10 minute presentation during the final week of class. Further information will be circulated to graduate students later in the term.

Proposed Schedule (Subject to change)

* “Chapter” refers to chapters from *Handbook of Bilingualism and Multilingualism 2nd Edition* (Bhatia and Ritchie, eds)

Week 1 (August 29-September 2): Introduction / Bilingualism Definitions

Chapter 1: Bilingualism and Multilingualism: Some Central Concepts (John Edwards)

Suggested Reading:

Baker, Colin (2001). Bilingualism Definitions and Distinctions. *In Foundations of Bilingual Education and Bilingualism. Available online through the Mansfield Library.*

Week 2 (September 5-9): Measuring Bilingualism

Baker, Colin (2001). The Measurement of Bilingualism. *In Foundations of Bilingual Education and Bilingualism. Available online through the Mansfield Library.*

(NO CLASS Monday, September 5)

Week 3 (September 12-16): Diglossia

Fishman, Joshua (2007). Bilingualism with and without diglossia; diglossia with and without bilingualism. *In The Bilingualism Reader.*

Fishman, Joshua (2007). Who speaks what language to whom and where. *In The Bilingualism Reader.*

Week 4 (September 19-23): Endangered Languages and Contact

Chapter 18: The Bilingual and Multilingual Community (Suzanne Romaine)

Nettle, David and Suzanne Romaine (2000). Where Have All the Languages Gone? *In Vanishing Voices*

SUMMARY #1: FRIDAY, SEPTEMBER 23

Week 5 (September 26-30): Code-switching (Social)

Myers-Scotton, Carol (2007). Code-switching as indexical of social negotiations. *In The Bilingualism Reader*.
Heller, Monica (2007). Code-switching and the politics of language. *In The Bilingualism Reader*.

Suggested Reading:

Wei, Li et al (2007). A two-step sociolinguistic analysis of code-switching and language choice. *In The Bilingualism Reader*.

Week 6 (October 3-7): Bilingual Case Studies

Chapter 28: Bilingualism and Multilingualism in North America (William F. Mackey)
Chapter 34: Bilingualism and Multilingualism in South Asia (Tej K. Bhatia and William C. Ritchie)

EXAM #1: FRIDAY, OCTOBER 7

Week 7 (October 10-14): Code-switching (Grammatical)

Chapter 13: Code-switching and Grammatical Theory (Jeff MacSwan)

Suggested Reading:

Poplack, Shana (2007). Sometimes I'll start a sentence in Spanish *y termino en español*: toward a typology of code-switching. *In The Bilingualism Reader*.

Week 8 (October 17-21): Childhood Language Acquisition

Chapter 4: The Bilingual Child (Ludovica Serratrice)
Baker, Colin (2001). The Development of Bilingualism. *In Foundations of Bilingual Education and Bilingualism*.
Available online through the Mansfield Library.

SUMMARY #2: FRIDAY, OCTOBER 21

Week 9 (October 24-28): Second Language Acquisition

Chapter 5: Bilingualism/Multilingualism and Second-Language Acquisition (Yuko Goto Butler)
Baker, Colin (2001). Second Language Acquisition and Learning. *In Foundations of Bilingual Education and Bilingualism*.
Available online through the Mansfield Library.

Week 10 (October 31-November 4): Language Structure

Chapter 8: Two Linguistic Systems in Contact: Grammar, Phonology, and Lexicon (Pieter Muysken)
Chapter 9: The Comprehension of Words and Sentences in Two Languages (Judith F. Kroll and Paola E. Dussias)

SUMMARY #3: FRIDAY, NOVEMBER 4

Week 11 (November 7-11): Language Structure

Chapter 6: Multilingualism: New Perspectives on Syntactic Development (Eva Berkes and Suzanne Flynn)

(NO CLASS Friday, November 11)

Week 12 (November 14-18): Literacy and Education

Chapter 24: Bilingual Education

Suggested Reading:

Chapter 25: The Impact of Bilingualism on Language and Literacy Development

Baker, Colin (2001). Foundations of Bilingual Education and Bilingualism. *Available online through the Mansfield Library.*

EXAM #2: FRIDAY, NOVEMBER 18

Week 13 (November 21-25): Bilingualism and the Brain

Baker, Colin (2001). Bilingualism and Cognition. *In* Foundations of Bilingual Education and Bilingualism. *Available online through the Mansfield Library.*

Paradis, Michel (2007). Language lateralization in bilinguals: enough already! *In* The Bilingualism Reader.

Suggested Reading:

Obler, Loraine K. et al (2007). Cerebral lateralization in bilinguals: methodological issues. *In* The Bilingualism Reader.

(NO CLASS Wednesday, November 23-Friday, November 25)

Week 14 (November 28-December 2): Bilingualism and the Brain

Chapter 12: Bilingualism and Emotion: Implications for Mental Health

Suggested Reading:

Chapter 3: Bilingual Aphasia: Theoretical and Clinical Considerations

SUMMARY #4: FRIDAY, DECEMBER 2

Week 15 (December 5-12): Summary

Graduate Student Presentations and Summary

Week 16 (December 20): Final Exam

LING 477 10:00-10:50 (MWF): Tuesday, December 20th @ 8:00-10:00 AM