

**Instructor:**

Dr. Tully J. Thibeau, Associate Professor, Linguistics

Office: Room 207, Social Sciences Building  
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**Readings:**

Materials and related documents are presented on the Moodle internet supplement for this course.

**Course Guidelines and Policies****Late Policy**

All activities, assignments or exams that are given to the instructor after its due-date are not guaranteed to be either graded (and entered into the grade record) or returned (i.e., students must keep track of their work).

**Attendance Policy**

Perfect attendance is desired but not expected; excessive absences typically intersect adversely with **late policy** and affect final grades. Students who miss the first two class meetings must drop the course (see URL presented below):  
([http://archive.umt.edu/catalog/14\\_15/academics/academic-policy-procedure.php](http://archive.umt.edu/catalog/14_15/academics/academic-policy-procedure.php): under the heading **Class Attendance/Absence Policy**)

**Withdrawal Policy**

To know more information about how to withdraw from your course, see the URL below:

<http://www.umt.edu/registrar/PDF/Registrars-DropForm.pdf>

**Academic Honesty Policy**

All students must observe academic honesty. Academic misconduct is subject to academic penalty by the instructor of the course and/or a disciplinary sanction by the University. As a student in this course and at this university, you must be familiar with the Student Conduct Code (see URL presented below):

([http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php))

**Special Accommodation Policy**

If you believe you need special accommodation in this course due to some learning challenge that has been verified by Disability Services for Students, please talk to your instructor as soon as possible so that you can both resolve some appropriate accommodation.

**Disability modifications**

The University of Montana assures equal access to instruction based on alliances among students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance and also have not previously registered with the DSS, then please contact the DSS staff in Lommasson Center Room 154 or call 406-243-2243. I intend working with you and Disability Services to offer an appropriate modification.

**Technology Policy**

You may, of course, take class notes on a laptop or iPad or the like. Aside from that, I expect that technology will not intrude during class time. Please turn your phones to “vibrate” or a similar setting that will not disturb the class.

**Do not plan to receive phone calls during the class period**

### Assignments

To pass the course, you must complete a first-quarter, midterm and final exam and try submitting proficient analyses of some problem sets on time (provided in class and/or on Moodle). Also, write more than one position paper (undergraduates 2-3, graduates 3-4) assigned during the semester (see SLO #2) necessarily presenting an **analysis** of a position based on reading/lecture material and/or problem sets (a position-paper guide is presented in class and posted on Moodle). (Students may write two designated journal-article summaries in place of one position paper).

Subject to class size, all students may choose to make in-class presentations drawn from course exam materials: Undergraduate presentations may be done in small groups of 3 or 4, and graduates have the choice to present either as a group or an individual. A final exam entails a written take-home portion on reading material to be summarized, including analysis of a position related to exam reading; it may also involve an in-class portion, consisting of either a very short group-presentation or problem-set discussion, whatever is occasioned by class size.

Exams			
First-Quarter	10%		posted on Moodle ca. F 13 Sept., due approx. F 20 Sept.
Mid-term	20%		data set & summary (grad position paper #2 or presentation), due approx. F 18 Oct.
Final	30%		data set, summary, position paper (#2 undergrads #3 grads), due finals week F 13 December; in-class presentation or problem set, @ 8-10 a.m. F 13 December
Position Papers	24%		due dates announced in class and on Moodle
Problem Sets	16%		completed roughly every three to four weeks, often in class

### Due Dates

Assignments are due on the day announced in class and/or on Moodle. Late assignments may not get assessed or returned; those that do receive (less than) partial credit. An assignment not turned in for a grade receives a zero. Absences are not excuses for submitting a late assignment or failing to turn one in, unless they concern major illness or personal emergency (documentation may be in order; please notify me of all expected absence in advance).

### Grades

I assess final grades based on assessment of examinations, position papers and problem sets. Final grade breakdown for these three types of course work has been presented and weighted on the previous page (see ASSIGNMENTS).

I evaluate final grades based on points awarded to course work, including planned and impromptu in-class activities that contribute to it. I gauge points you earn according to (i) a percentage, or points earned divided by total points, (ii) a percentile, or points earned measured on a curve, and also (iii) a quartile (points earned distributed in quarters, e.g., top 25%, etc.). These measures help assessments using traditional letter grades with +/-.

### Student Learning Outcomes, or SLOs (including but not limited to):

1. define and distinguish **INDIVIDUAL** (or **PERSONAL**) bilingualism from **SOCIETAL** bilingualism;
2. express in writing (about 500 words, two paragraphs) using an analytical pattern of exposition which type of bilingualism in (1) ought to be considered primary in pursuing a program of study in Bilingualism;
3. comprehend and discuss the extent that territorial bilingualism concerns a program of study in Bilingualism and describe different ways it can manifest itself in the form of "twinned unilingualisms";
4. comprehend, discuss and define in writing the similarities shared and differences separating Bilingualism from Diglossia and explain the function of diglossic bilingualism and its affect on language maintenance;
5. capably associate a variety of labels for phenomena (e.g., interference/transfer/cross-linguistic influence, acculturation/assimilation-integration/deculturation) with individual/personal and/or societal bilingualism, allowing for degrees of overlap, and explain how said phenomena affect language vitality or endangerment