

Ling 5346 – Bilingualism

Fall 2010

Meeting Time: Tues/Thurs 19:00-20:20

Meeting Location: Trimble Hall 218

INSTRUCTOR INFORMATION:

Instructor: Naoko Witzel

Email: naoko.witzel@uta.edu

Office Number: TBA

Office: Hammond Hall 125

Office Hours: Thursdays 15:00-17:00 or by appointment

COURSE DESCRIPTION:

This course introduces students to issues related to bilinguals and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, bilingual education, the cognitive benefits (or disadvantages) of being a bilingual, and language processing in bilinguals.

STUDENT LEARNING OUTCOME:

Upon successfully completing this course, students should be able to:

- explain key terms and concepts in the field of bilingualism;
- select a specific area of interest concerning bilingualism;
- successfully identify literature in the area of interest;
- identify an interesting research question;
- write a literature review in a publishable format.

COURSE REQUIREMENTS:

READING ASSIGNMENTS (30pts): There are 13 weeks that require readings. Out of these 13 weeks, submit 10 one-page reaction papers on the readings that you did. Email me an attached document by Monday 9pm prior to the class.

PROJECT (60pts): This includes the following—

- (i) selecting a topic on bilingualism (5pts)
- (ii) an annotated bibliography (15pts)
- (iii) forming an interesting research question (5pts)
- (iv) final paper (25pts)
- (v) presentation (10pts).

PARTICIPATION (10pts): It is recommended that you come to class on time. However, note that you will be graded for your participation rather than mere attendance.

FINAL PROJECT:

The final paper can take two forms.

- (1) You provide state-of-art “answer” to your research question.
- (2) You write a literature review that would generate your research question.

The paper should be 15 pages maximum. Please try to be concise.

TEXTBOOK:

Josiane F. Hamers & Michel H. A. Blanc (2000). *Bilinguality and Bilingualism* (2nd Ed.). Cambridge University Press.

DUE DATES:

9/14 or 9/16 – Submit your topic via email

10/28 – Submit your annotated bibliography at the beginning of the class

11/4 – Submit your research question via email

12/7 or 12/9 – Presentation

12/9 – Submit your final paper at the beginning of the class

OUTLINE OF TOPICS: (Subject to changes as we go along)

WEEK 1 (8/26) / *Definitions on Bilingualism*

- H&B, Chapter 1
- Wei, L. (2000). Dimensions of bilingualism. In L. Wei (Ed.), *The bilingualism reader* (pp. 3-25). London: Routledge.

WEEK 2 (8/31, 9/2) / *Issues in studying bilinguals*

- H&B, Chapter 2
- Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

WEEK 3 (9/7, 9/9) / *Studying bilinguals*

- H&B, Chapter 5

WEEK 4 (9/14, 9/16) / *Bilingual education*

- H&B, Chapter 11
- Cummins, J. (2009). Bilingual and immersion programs. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 161-181). Blackwell Publishers.
- **Submit a general topic for your project**

WEEK 5 (9/21, 9/23) / *Societal bilingualism*

- H&B, Chapter 10
- Romaine, S. (2004). The bilingual and multilingual community. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 385-405). Blackwell Publishing.

WEEK 6 (9/28, 9/30) / *Bilingual identity*

- H&B, Chapter 8
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31, 409-429.

WEEK 7 (10/5, 10/7) / *Intercultural communication*

- H&B, Chapter 9
- Chick, J.K. (1996). Intercultural communication. In S.L. McKay & N.H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 329-348). Cambridge University Press.

WEEK 8 (10/12, 10/14) / *Linguistic development of a bilingual*

- H&B, Chapter 3
- De Houwer, A. (2005). Early bilingual acquisition: Focus on morphosyntax and the separate development hypothesis. In J. F. Kroll & A. M. B de Groot (Eds.) *The handbook of bilingualism* (pp. 30-48). Oxford University Press.

WEEK 9 (10/19, 10/21) / *Cognitive development of a bilingual*

- H&B, Chapter 4

- Cook, V. (1997). Consequences of bilingualism for cognitive development. In J.F. Kroll & A.M.B. de Groot (Eds.) *Tutorials in bilingualism* (pp. 279-295). Lawrence Erlbaum Associates.

WEEK 10 (10/26, 10/28) / *Information processing in adult bilinguals*

- H&B, Chapter 7
- Kroll, J.F., & Dussias, P.E. (2004). The comprehension of words and sentences in two languages. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 169-200). Blackwell Publishing. → “7.2 Understanding Words” section.
- **Submit an annotated bibliography**

WEEK 11 (11/2, 11/4) / *Information processing in adult bilinguals 2*

- H&B, Chapter 7
- Kroll, J.F., & Dussias, P.E. (2004). The comprehension of words and sentences in two languages. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 169-200). → “7.3 Understanding Sentences” section.
- **Submit your research question**

WEEK 12 (11/9, 11/11) / *Neuropsychological foundations of bilinguality*

- H&B, Chapter 6
- Hull, R., & Vaid, J. (2005). Clearing the cobwebs from the study of the bilingual brain: Converging evidence from laterality and electrophysiological research. In J.F. Kroll & A.M.B. de Groot (Eds.) *The handbook of bilingualism* (pp. 480-496). Oxford University Press.

WEEK 13 (11/16, 11/18) / *Code-mixing and code-switching*

- Poplack, S. (1979). Sometimes I’ll start a sentence in Spanish y termino en espanol. *Linguistics*, 18, 581-618.

WEEK 14 (11/23) / No class! Work on your final paper!

WEEK 15 (11/30, 12/2) / *Bilingualism and thought.*

- Pavlenko, A. (2005). Bilingualism and thought. In J.F. Kroll & A.M.B. de Groot (Eds.) *The handbook of bilingualism* (pp. 433-453). Oxford University Press.

WEEK 16 (12/7, 12/9) / *Presentations*

- **Submit your final paper**

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.