This course outline should be used in conjunction with the Moodle site of the course. There will be regular updates throughout the semester. It is your responsibility to consult the site regularly.

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenors and Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Consultation Time</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This is an introductory course to Bilingualism – the phenomenon of speaking and using two or more languages. It explores the nature of bilingualism from a variety of different perspectives – socio-political, psychological, and linguistic.</td>
</tr>
</tbody>
</table>
| Course Aims | 1. This course will enable students to investigate the nature of bilingualism by focusing on how it evolves and how it is maintained in an increasingly globalised world.  
2. The course aims to enable students to understand that bilingualism can be studied at an individual level - focusing on psycholinguistic, neurolinguistic, and cognitive aspects, but also at a societal level - focusing on sociological, inter-cultural, and ideological domains. |
| Student Learning Outcomes | At the end of the course students should be able to:  
1. identify basic conceptual and empirical issues in the study of bilingualism  
2. develop a broad understanding of current advances in the study of bilingualism with particular reference to linguistic, sociolinguistic, and psycholinguistic aspects  
3. be familiar with some of the current debates in the analysis of bilingual language development, the bilingual (mental) lexicon and the formal analysis of code-switching. |
| Graduate Attributes | Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and engaging with the knowledge content. These attributes will be assessed within the prescribed assessment tasks. |
| | 1. Skills in critical analysis;  
2. Problem solving skills;  
3. Problem solving skills. |
3. Learning and Teaching Rationale

This course is an integral part of the MA in Applied Linguistics Program. The course is included to equip students with a better understanding of the phenomenon of bilingualism in cognitive, social, and educational contexts.

4. Teaching Strategies

Classes will take a workshop format. While there will be some short introductions to the theories in lecture format, most time will be spent on interactive group discussions considering key concepts, issues and problems. **Students will be expected to do set reading tasks weekly and do class presentations.** It is expected that at the end of the course, students will feel they have a good grounding in bilingualism theories and a critical understanding of their relevance to research, language in society and education.

5. Course assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length/duration</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal: a summary of and reflection on the weekly chapters/articles</td>
<td>500 -800 words/week</td>
<td>20%</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>Weekly</td>
</tr>
<tr>
<td>Presentation I</td>
<td>15 minutes</td>
<td>20%</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>Weekly roster (commencing Week 4)</td>
</tr>
<tr>
<td>Presentation II</td>
<td>15 minutes</td>
<td>20%</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>Weekly roster (commencing Week 6)</td>
</tr>
<tr>
<td>Final essay</td>
<td>2,500 words</td>
<td>40%</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>On: 30 October</td>
</tr>
</tbody>
</table>

*Please note that assessment tasks and schedule are subject to revision.*

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Grades**
All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.
Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>SEMINAR/PRESENTATION CONTENT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/07</td>
<td>Definitions and typology of bilingualism</td>
<td>• What do we mean by bilingualism and bilinguality?</td>
<td>Ch 1 (H&amp;B); Ch 1 (HBM)</td>
</tr>
<tr>
<td>03/08</td>
<td>Measurement of bilinguality</td>
<td>• How can we measure skills in bilingualism?</td>
<td>Ch 2 (H&amp;B); Ch 2 (HBM)</td>
</tr>
<tr>
<td>10/08</td>
<td>Ontogenesis of bilingualism</td>
<td>• Bilingualistic development</td>
<td>Ch 3 (H&amp;B); Ch 4 (HBM)</td>
</tr>
<tr>
<td>17/08</td>
<td>Cognitive development</td>
<td>• Bilinguality and cognition</td>
<td>Ch 4 (H&amp;B); Ch 7 (HBM)</td>
</tr>
<tr>
<td>24/08</td>
<td>Processes of language development</td>
<td>• Language socialization</td>
<td>Ch 5 (H&amp;B); Ch 8 (HBM)</td>
</tr>
<tr>
<td>31/08</td>
<td>Neuropsychological foundations</td>
<td>• Hemispheric differences; bilingual aphasia</td>
<td>Ch 6 (H&amp;B); Ch 3 (HBM)</td>
</tr>
<tr>
<td>07/09</td>
<td>Information processing</td>
<td>• Language storing and processing</td>
<td>Ch 7 (H&amp;B); Ch 11 (HBM)</td>
</tr>
<tr>
<td>14/09</td>
<td>Bilingualism, culture and identity</td>
<td>• Language and culture</td>
<td>Ch 8 (H&amp;B); Ch 18 (HBM)</td>
</tr>
<tr>
<td>21/09</td>
<td>Linguistic aspects of bilingualism</td>
<td>• Formal and structural constraints on code-switching</td>
<td>Ch 9 (H&amp;B); Ch 13 (HBM)</td>
</tr>
</tbody>
</table>

**Mid semester break: 28 September – 11 October**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>SEMINAR/PRESENTATION CONTENT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10</td>
<td>Societal bilingualism</td>
<td>• The role of language in intergroup relations</td>
<td>Ch 10 (H&amp;B); Ch 19 (HBM)</td>
</tr>
<tr>
<td>19/10</td>
<td>Bilingual education</td>
<td>• Definitions and typologies</td>
<td>Ch 11 (H&amp;B); Ch 24 (HBM)</td>
</tr>
<tr>
<td>26/10</td>
<td>Summary and Conclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that seminar topics and schedule are subject to revision.*
11. Course Resources

**Textbook (required)**


Handbook of Bilingualism and Multilingualism (**HBM**) [eBook available at UNSW Library]

**Additional recommended Readings**
Selected online readings are recommended weekly. Other useful books are:


**Websites**

ECRC Bilingualism Research Centre (Bangor) http://www.bilingualism.bangor.ac.uk/
Babylon – Centre for Studies of the Multicultural Society
http://www.tilburguniversity.edu/research/institutes-and-research-groups/babylon/
NABE – National Association for Bilingual Education (USA) http://www.nabe.org/
Mercator – Linguistic Rights and Legislations (EU) - also see “Links of Interest”
http://www.ciemen.org/mercator/Menu_nou/index.cfm?lg=gb
Linguapax – promoting multilingualism www.linguapax.org

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au
14. **Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. **Other Information**

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.