



School of Humanities and Languages

**LING5006, *Bilingualism*
Semester 2, 2014**

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1. Course Staff and Contact Details			
Course Convenors and Lecturers			
Name	Dr Mengistu Amberber	Room	MB241
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Consultation Time	Wednesdays 2-3pm, or by appointment		
Name	Dr Anikó Hatoss	Room	MB220
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Consultation Time	Wednesday 10-12 or by appointment		

2. Course Details	
Units of Credit (UoC)	6
Course Description	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.
Course Aims	<ol style="list-style-type: none"> 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	<p>At the end of the course students should be able to:</p> <ol style="list-style-type: none"> 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	<p>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.</p> <ol style="list-style-type: none"> 1. Skills in critical analysis; 2. Problem solving skills; 3. Problem solving skills.

3. Teaching Strategies and Rationale

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 a 10 - 15 minute presentation.** 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.

4. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	approx. 3000 words	60%	1	1,2,3	10 September
Presentation	10 - 15 min	10%	1	1,2,3	Weekly roster
In-class test	1 hr	30%	1,2,3	1,2,3	On: 22 October
<i>*Please note that assessment tasks and schedule are subject to revision.</i>					

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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.

5. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

6. 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>

7. Course Schedule			
DATE	TOPIC	SEMINAR CONTENT	READINGS
30/07	1. Definitions and typology of bilingualism (AH)	<ul style="list-style-type: none"> What do we mean by bilingualism and bilinguality? 	Chapter 1 (textbook)
06/08	2. Measurement of bilinguality (AH)	<ul style="list-style-type: none"> How can we measure skills in bilingualism? 	Ch 2
13/08	3. Ontogenesis of bilingualism (MA)	<ul style="list-style-type: none"> Bilinguistic development Sensitive-age hypothesis 	Ch 3
20/08	4. Cognitive development (MA)	<ul style="list-style-type: none"> Bilinguality and cognition Cognitive consequences of bilinguality Cognitive and educational aspects: threshold theory, BICS and CALP 	Ch 4
27/08	5. Processes of language development (MA)	<ul style="list-style-type: none"> Language socialization Information storing and processing 	Ch 5, Ch 7
03/09	6. Bilingualism, biculturalism and identity (AH)	<ul style="list-style-type: none"> How are language, culture and identity interrelated in bilinguals? 	Ch 8
10/09	7. Linguistic aspects of bilingualism (MA)	<ul style="list-style-type: none"> Code-switching; code-mixing; bilingual borrowing 	Ch 9
17/09	8. Class test (MA)	<ul style="list-style-type: none"> Class test 	
24/09	9. Language planning (AH)	<ul style="list-style-type: none"> Typology and goals 	Ch 10
Mid semester break			
15/10	10. Bilingual education (AH)	<ul style="list-style-type: none"> Typology 	Ch 11
22/10	11. Bilingual education (AH)	<ul style="list-style-type: none"> Which type of program for what purpose and effect? 	Ch 11
29/10	12. Summary (MA)		
*Please note that seminar/lecture topics and schedule are subject to revision .			

8. Course Resources
Textbook
Hamers, J. F. & M.H.A. Blanc (2000) <i>Bilinguality and Bilingualism</i> . 2 nd .ed. Oxford: Oxford University Press. [available from UNSW bookshop.]
Additional Readings
<p>Selected online readings are recommended weekly. Other useful books are:</p> <ul style="list-style-type: none"> • Baker, C. (1993) <i>Foundations of Bilingual Education and Bilingualism</i>. Clevedon: Multilingual Matters • Baetens-Beardsmore, H. (1986) <i>Bilingualism. Basic Principles</i>. Clevedon: Multilingual Matters • Bialystok, E. (2001) <i>Bilingualism in Development: Language, Literacy and Cognition</i>. Cambridge: Cambridge University Press. • Clyne, M. (2003) <i>Dynamics of Language Contact: English and Immigrant Languages</i>. Cambridge: Cambridge University Press. • Hoffmann, C. (1991) <i>An introduction to bilingualism</i>. London: Longman. • Myers-Scotton, C. (2006) <i>Multiple Voices: An Introduction to Bilingualism</i>. Oxford: Blackwell. • Wei, L. (2000) <i>The bilingualism reader</i>. London/New York: Routledge
Websites
<p>Australian Bureau of Statistics, Population Census www.abs.gov.au 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</p>

9. 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.

10. 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>

11. 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>

12. 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.