Course Description:
This course is an introduction to the study of Bilingualism, from an individual and societal perspective. It examines the linguistic, sociolinguistic, psychological, neurolinguistic, developmental and educational aspects of bilingualism. In the first part of the course, we will examine the various aspects of bilingualism in relation to bilingual adults. In the second part of the course we will focus on issues pertaining to the care and education of bilingual children. Specifically, the course will address the following topics:

(1) Bilingualism/Multilingualism in the world
(2) Bilingualism in the U.S.
(3) The societal aspects of Bilingualism (e.g. Language Choice, Attitudes to Bilingualism, Biculturalism, Language Maintenance and Language Shift)
(4) Linguistic, Social and psychological aspects of adult and child code-switching
(5) Bilingual memory (Bilingual Mental Lexicon, Bilingual Concepts, autobiographical memory) and emotion.
(6) The Bilingual brain
(7) Language processing in bilinguals (comprehension and production).
(8) Bilingualism and Cognitive effects
(9) Bilingual first language development
(10) Child second language acquisition
(11) Bilingual schooling issues
(12) Bilingual children with language/communicative disorders

The course will use a combination of lecture cum discussion format. There will be opportunities to apply what you have learned by undertaking group mini field–projects and research in the field of Bilingualism.
**Required Texts:**


*In addition to the above texts, there is a set of articles on Desire2Learn.*

*Lecture Notes for each week will also be posted on D2L. The Notes provide an overview of the topics and issues covered during each week.*

Some useful WebLinks: (i) Multilingual Living; (ii) François Grosjean’s blog (iii) Online language history questionnaire (based upon Li, Sepanski, & Zhao, 2006) (iv) Language Experience and Proficiency Questionnaire (LEAP-Q) by Marian, Blumenfeld, & Kaushanskaya (2007)

http://www.multilingualliving.com/
http://www.francoisgrosjean.ch/blog_en.html
http://www.personal.psu.edu/pul8/lhq.shtml
http://comm.soc.northwestern.edu/bilingualism-psycholinguistics/leapq/

**Course Requirements:**

(i) Class participation and Attendance (1 excused absence) 100 points

(ii) Participation in Forum discussion on D2L (a minimum of 5 out of eight Forums) 50 points

(iii) Oral presentation and lead discussion of an article (to be done individually) 75 points

(iii) Three Group Mini-tasks; groups will be given an opportunity to report their findings in class as well. Each group to consist of no more than three members. (3 X 25 = 75) 75 points

(iv) Research Paper (approximately 10 to 15 pages) 100 points

(data-based research paper or synthesis; see instructions on D2L)

*Oral presentation of research paper in class (during final exams week) (on a voluntary basis).*

**Grading scheme:** Maximum = 400 points

A: 90% and above 360-400 points
B: 80% to 89% 320-359 points
C: 70% to 79% 280-319 points
D: 60% to 69% 240-279 points
F: Below 60% Below 240 points
Academic Honesty:  
In order to promote an atmosphere of integrity and honesty, the University’s code of Academic Honesty provided in the SIUC Policies and Procedures on Student Conduct Code will be strictly adhered to:  
http://policies.siu.edu/other_policies/chapter3/conduct.html  
See also: http://libguides.lib.siu.edu/searchtags.php?id=367&tag=academic%20honesty

Emergency Procedures  
SIUC is committed to providing a safe and healthy environment for study and work. Please become familiar with the SIUC Emergency Response Plan and Buliding Response Team (BERT) Program. Emergency Response Information is available on posters in buildings on campus, available on the BERTS’s website at www.bert.siu.edu, Department of Public Safety’s Website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.**

TENTATIVE SCHEDULE

**WEEK 1: Thursday January 16**

**Topics:** Getting acquainted  
Overview of the course and the field  
Bilingualism/Multilingualism: Definitions and Distinctions; Conceptual and Methodological Issues

**Readings:**

*Textbook*

Read Chapters 1, 2, and 13 from Grosjean (2010): Why are people bilingual? (3-17); Describing bilinguals (18-27); Special Bilinguals (145-162).

*Articles*


**WEEK 2: Thursday, January 23**

**Topics:** Bilingualism/Multilingualism and the status of linguistic minorities: local, national, and global perspectives

**Readings:**

*Articles*


*Recommended:*

See also:
Are English-Only Workplace rules legal?

*Weblinks:*
NIH working groups on African American English (AAE):
[http://www.umass.edu/aae/](http://www.umass.edu/aae/)

*Mini-task # 1 due (groups also report findings in class)*

**WEEK 3: Thursday, January 30**

**Topics:**
Bilingualism in Society: Attitudes towards language groups and languages; Language Choice; Language Maintenance and Language Shift

**Readings:**
*Textbook* Read Chapters 3, 4, 7, 8 and 9 from Grosjean (2010): The functions of language (28-38); Language mode and language choice (39-50); Having an accent in a language (77-84). Languages across the Lifespan (85-96); Attitudes and feelings about bilingualism (97-107).

*Articles*


**WEEK 4: Thursday, February 6**

**Topics:** Linguistic aspects of adult code-switching

**Readings:**

**Textbook**


**Articles**


**Discussion of videos:** Spanish speakers and bilingualism (TBA)

Multilingual Hong Kong [http://www.foryue.org/](http://www.foryue.org/)

**WEEK 5: Thursday, February 13**

**Topics:** Social and Psychological aspects of code switching; bilingualism and identity; biculturalism

**Readings:**

**Textbook**

Chapter 10 from Grosjean (2010): Bilinguals who are also bicultural.

**Articles**


**Mini Task 2 (Groups report findings in class)**

**WEEK 6: Thursday, February 20**

**Topics:** Bilingual Memory (Bilingual Mental Lexicon; Bilingual Concepts and autobiographical memory) and emotion  
**Readings:**  
**Textbook**  
Chapter 11 from Grosjean (2010): personality, thinking and dreaming and emotions in bilinguals (pp 121-133).

**Articles**  

**WEEK 7: Thursday, February 27**

**Topics:** Bilingual language processing (comprehension and production)  
**Readings:**  
**Textbook**  
Chapter 6 from Grosjean (2010). Speaking and writing monolingually (63-76);  
**Articles**  

**WEEK 8: Thursday, March 6**

**Topic**: The neurolinguistic aspects of bilingualism

**Readings:**

**Articles**

*Overview (the bilingual brain):*


*Articles for discussion:*


**Weblinks:**

**WEEK 9: March 8th to March 16th: Spring Break: No classes**
WEEK 10: Wednesday, March 20

Topics: Child Bilingualism: Definitions and distinctions; Language and Culture

Readings:
Textbook
Paradis, Genesee and Crago (2011), Chapters 1 and 2: Introduction (3-26); and Language-Culture Connection (27-37).

Articles:

Weblinks: Native Americans work to revitalize California’s indigenous languages http://www.youtube.com/watch?v=7JvjNvq8dy4
First Speakers-restoring the Ojibwe language: http://www.tpt.org/?a=productions&id=3

Discussion of video: TBA
Mini Task 3 due (groups report findings)

WEEK 11: March 27

Topics: Bilingualism and cognition

Readings:
Textbook
Chapter 3 from Paradis, Genesee and Crago (2011). The Language-Cognition Connection (pp. 38–58).

Articles:
WEEK 12: Thursday, April 3

**Topics:** Bilingual First Language Acquisition

**Readings:**

*Textbook*

Chapter 4 from Paradis, Genesee, and Crago (2011): Language Development in Simultaneous Bilingual Children (pp. 59-87).

*Articles:*


**Weblinks:** [http://childes.psy.cmu.edu/](http://childes.psy.cmu.edu/)

WEEK 13: Thursday, April 10

**Topics:** Bilingual children’s Code-mixing/code switching

**Readings:**

*Textbook*


*Articles:*


WEEK 14: Thursday, April 17

Topics: Child second language acquisition

Readings:

Articles:

WEEK 15: Thursday, April 24

Topics: Bilingual Education: Strong and Weak Forms

Readings:
Textbook Chapter 8 from Paradis, Genesee and Crago (2011): Schooling in a second language (pp. 164-198).

Discussion of videos: Two-way bilingual programs (TBA); “Speaking in tongues”
View clip: http://www.pbs.org/program/speaking-in-tongues/
See also: Language Wars: Should Spanish speaking students be taught in English only?

WEEK 16: Thursday, May 1

Topics: Bilingual children with language disorders
Course wrap-up
Course evaluations

Readings:
Textbook
Chapter 9 from Paradis, Genesee and Crago (2011): Language Impairment in Dual Language Children (pp. 199-233)

Articles:
*Restrepo, M. and Gutierrez-Clellen, V. (2004): Grammatical impairments in


**Final Projects due by 4:00 PM on Friday, May 2 (in my mailbox in Life Sciences II, Room 281)**

**WEEK 17: Thursday May 8, 5:50 PM to 7:50 PM (week of final exams)**

Students give oral presentations of their research papers (on a voluntary basis); there will be discussion following each presentation (around 4-5 presentations)