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Fall 9-1-2000

LING 477.01: Bilingualism

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Linguistics 477
 Bilingualism
 Fall 2000
 MWF, 2:10 to 3:00, JRH 202

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COURSE MATERIALS

Lehiste, I. (1988). Lectures on Language Contact. Cambridge, MA: The MIT Press
 {distributed in Fac-Pac format}
 Romaine, S. (1995). Bilingualism, 2nd Edition. London: Edward Arnold.
 Reading packet in Fac-Pac format {listen for details}

COURSE DESCRIPTION

This course examines bilingualism in breadth. The subject itself has not quite developed into full-fledged discipline of its own (second language acquisition, or SLA, approaches this aim), so bilingual studies have imposed themselves in domains customarily considered to be sociological, psychological, political, and linguistic. Although we will direct our attention to bilingual abilities at the level of speech community, mental representation, and educational setting, our focus naturally concentrates on linguistics (analysis and knowledge of language).

Central to linguistics is the concept of "competence" coined by Chomsky (1965), perhaps the most influential linguist of the 20th century. Like de Saussure 50 years before him, Chomsky distinguished between language as a cognitive system and language as a communicative system. Competence (like de Saussure's *langue*) concerns mental symbols that are necessarily divorced from the spoken and written symbols used to communicate. In communication, we utilize "performance" skills, Chomsky claims, that are separate from our capability to know a language, our native competence. But one's capability in more than language often cannot be fully explained in terms of competence; thus, concentration on language performance (de Saussure's *parole*) leads to a reconsideration of linguistic knowledge as "communicative competence" (Hymes, 1971), or the capability for using languages appropriately according to context (situations, participants, relationships, topics, etc., sometimes understood without regard for grammatical accuracy).

As students in this course, you will investigate varying perspectives on bilingualism and highlight your own individual method of bilingual study.

COURSE ASSIGNMENTS

To pass the course, you must write three short essays and one research paper. Topics for the three essays have been preselected and concern the reading material in your reading packet. The first topic involves endangered languages, the second involves the phenomenon of code-switching, and the third will be announced after mid-term (I will assemble another packet by then). The topic for your research paper should grow out of your own specific interest in bilingualism, so you may choose the topic to fit your own program of study; however, I encourage you to conduct a small experiment, i.e., collect data and interpret it using the information gained from readings.

If class size permits, you may have to make class presentations. Ideally, you will make two presentations, one around mid-term and one at the end of the semester about your paper topic. The first presentation will probably include either a journal article or a chapter contribution.

COURSE DUE DATES

All assignments are due on the day listed in the course outline. Late assignments are reduced two-thirds of a letter grade for each day they are late. Any assignment that is not turned in for a grade will receive a zero. An absence is not an excuse for failing to turn in an assignment unless the absence is related to a major illness or major emergency.

A major illness or emergency is the only valid excuse, and I always require documentation for these excuses, like a certification from a physician.

COURSE GRADES

I will evaluate you based on your short essays and research papers (and, circumstances permitting, the two presentations). The breakdown for these assignments equal 15% for each essay and 45% for the paper (with the final 10% coming from other minor, informal assignments): If circumstances permit presentations, then I will count the first as 5% and the second as 10% and reduce the essays to 10% each.

A grade of A will be awarded to students who earn 90% or more, a B will be awarded to those who earn less than 90% and above 80%, a C will be awarded to those who earn less than 80% and above 70%, a D will be awarded to those who earn less than 70% and above 60%.

COURSE OUTLINE

The class schedule is subject to change according time constraints. You will be responsible for any schedule changes, even if you are absent for announcements.

Week One

Sept.	4	LABOR DAY HOLIDAY (no classes)
	6	Introduction to Bilingualism; Why not Monolingualism; Bilingual Self-Assessment
	8	Romaine, Chapter One, reassessment of preconceptions and assumptions in Bilingual Studies

UNIT ONE: BILINGUAL SOCIETIES

Week Two

	11	Romaine, Chapter Two (pp. 23-38), bilingualism versus diglossia
	13	Romaine, Chapter Two (pp. 38-51), language preservation and death
	15	Hale et. al. and Ladefoged (Fac-Pac), on endangered languages

Week Three

	18	Maher (Fac-Pac), losing a 'first' language due to contact with another language
	20	CLASS CANCELLED (Short Essay #1 Due Today)
	22	Romaine, Chapter Two (pp. 51-77), phenomena related to language contact

Week Four

	25	Lehiste, Chapter One, linguistic analyses of languages in contact
	27	Lehiste, Chapter Four, long-term language contact and linguistic shifting
	29	Lehiste, Chapter Three, the bilingual speech community

UNIT TWO: BILINGUAL PHENOMENA

Week Five

Oct.	2	Romaine, Chapter Four (pp. 120-141), defining and linguistically analyzing code-switching phenomena
	4	Romaine, Chapter Four (pp. 142-161), identifying code-switching phenomena
	6	Romaine, Chapter Four (pp. 161-180), analyzing code-switching as a matter of communicative competence

Week Six

	9	Review code-switching (reread Chapter Four)
	11	Poplack (Fac-Pac), code-switching as a community phenomenon
	13	Valdez Fallis (Fac-Pac), examining code-switching in a given speech community

Week Seven

	16	Bergman (Fac-Pac), alternative explanations to code-switching phenomenon
	18	Woolford (Fac-Pac), analyzing code-switching as a matter of linguistic competence
	20	Workshop: Linguistic Competence and Child Language Acquisition (Short Essay #2 Due Today)

TRANSITIONAL UNIT: BILINGUAL CHILDREN

Week Eight

- 23 Romaine, Chapter Five (pp. 181-205), the role of parents, community and communication strategies in childhood bilingual acquisition
- 25 Romaine, Chapter Five (pp. 205-227), detecting interference, transfer and linguistic universals in childhood bilingual acquisition
- 27 Romaine, Chapter Five (pp. 227-240), revisiting code-switching and its occurrence in childhood bilingual acquisition

Week Nine

- 30 Wrap up childhood bilingual second language acquisition (reread Chapter Five)

UNIT THREE: BILINGUAL MINDS

- Nov. 1 Lehiste, Chapter Two (pp. 28-43), introduction to the organization of the bilingual mind
- 3 Wrap up introduction to the bilingual mind (reread Chapter Two)

Week Ten

- 6 Romaine, Chapter Three (pp.78-84), discussion of types of bilingualism and experiments used to elicit those types
- 8 Romaine, Chapter Three (pp.85-107), a closer look at the organization of the bilingual mind
- 10 VETERAN'S DAY HOLIDAY

Week Eleven

- 13 Romaine, Chapter Three (pp.85-107), reread this closer look at the organization of the bilingual mind
- 15 Romaine, Chapter Three (pp.107-119), exploring the relation between intelligence and bilingualism
- 17 Wrap up the bilingual mind (reread Chapter Three)

UNIT FOUR: BILINGUAL EDUCATION

Week Twelve

- 20 Romaine, Chapter 6 (pp. 241-260), examining types of bilingual education policies and bilingual education in the US and Western Europe
- 22 Romaine, Chapter 6 (pp. 260-273), understanding the debate over semilingualism as a product of bilingual education
- 24 THANKSGIVING HOLIDAY

Week Thirteen

- 27 Romaine, Chapter 6 (pp. 273-287), considering the outcomes related to testing bilingual children and the relation of bilingual education to politics
- 29 Chapter from Hamers and Blanc on Bilingual Education, another perspective
- Dec. 1 Chapter from Hamers and Blanc on Bilingual Education, another perspective

Week Fourteen

- 4 Wrap up bilingual education (reread Chapter 6 and Chapter from Hamers & Blanc; Short Essay #3 due today)
- 6 Romaine, Chapter Seven (pp. 288-302), eliciting attitudes towards bilingual phenomena
- 8 Romaine, Chapter Seven (pp. 302-321), measuring attitudes and recognizing changes in attitude toward bilingual phenomena (Short Essay #3 due today)

Week Fifteen

- 11 Lehiste, Chapter 5 (pp. 76-91), bilingualism and the creation of pidgin and creole languages
- 13 Pidginization and Creolization as natural process in language learning
- 15 Romaine, Chapter 8 (pp. 320-326), conclusions

Week Sixteen

- 18-22 Final Paper Due (details TBA)

More materials for Short Essay #3 can be found in the Library Reserve: Paradis, The Assessment of Bilingual Aphasia; Albert and Obler's The Bilingual Brain; Hamers and Blanc's Bilingualism and Bilinguality; collection of readings on bilingual education (Rodriguez, Krashen, Villanueva)