LING/SPAN 5388: Bilingualism  
Fall 2015

The purpose and focus of the course:

This course surveys a range of important issues with regard to bilingualism. Bilingualism is a complex phenomenon and individual bilinguals present widely varying cases as do bilingual societies. The characterization and discussion of individual bilinguality and societal bilingualism will constitute an important aspect of the course. We will also give significant attention to the implications of bilinguality and bilingualism for educational theory and practice. We will be especially interested in the data reflecting Spanish-English bilingualism. This semester we will pay close attention to Spanish clitic pronouns in the context of Spanish/English bilinguality.

Instructor:

This course is presented by Prof. Charles Elerick, Department of Languages and Linguistics. celerick@utep.edu LA 129
Office hours: Wednesday 11:30-12:00; Thursday 4:40-5:50; or by appointment; Online consultation seven days a week.

Materials:

The assigned text for this course is Hamers, Josieane F. and Michel H.A. Blanc, Bilinguality and Bilingualism, 2nd ed. (2000). Cambridge Univ. Press. This book is available at the UTEP Bookstore. We will use the text as a source of essential organizing information on Bilinguality/Bilingualism and as a reference guide.

The essential questions addressed in this course:

Here is how you can think about and organize in our mind what we are doing in this course. How are we to understand what bilinguality/bilingualism is about? How can what we are reading in Hamers and Blanc and discussing among ourselves add to this general understanding? Then, specifically:
• How is each of us to approach our individual linguistic competence as a bilingual?
• How are we to characterize the bilingual competence of others?
• How can we understand bilingual competence as a linguistic phenomenon?
• How are we to understand the nature of our own bilingual community, and others?
• How are we to understand the effect of a bilingual circumstance on students?
• What are the implications of the nature of bilinguality for educational practice and policy?

Grading Plan

Five Guided Participation Exercises.......................... 30%
Four Assignments......................................................30%
Midterm.................................................................20%
Final ................................................................. 20%

Course grades will be assigned on the following scale:
91 - 100 A
81 - 90 B
71 - 80 C
65 - 70 D
0 - 64 F
6. Activity Plan

This online-hybrid course is presented in eight Modules, referenced specified Chapters in Hamers and Blanc. Dates refer to class meetings.

Aug. 27 Course Organization; Module 1 H&B Chapter 1 Essential concepts regarding Bilingualism and Bilinguality; Module 2 H&B Chapter 2 Dimensions of Bilingualism and Bilinguality

Sept. 3 Module 2 continues H&B Chapter 2 Measurement of Bilinguality and Bilingualism; Module 3 H&B Chapter 3 Ontogenesis (development) of Bilinguality

Sept. 10 Module 3 continues H&B Chapter 3 Ontogenesis (development) of Bilinguality; Module 4 H&B Chapter 4 Bilinguality as a complex cognitive/linguistic circumstance

Sept. 17 Exam on Modules 1-4: Bilingualism, Bilinguality, Development of Bilinguality, Cognitive dimensions of Bilinguality; Module 5 H&B Chapter 5 Language Acquisition; Monolingual and Bilingual perspectives

Sept. 24 Module 5 continues H&B Chapter 5 Language Acquisition; Monolingual and Bilingual perspectives; Module 6 H&B Chapter 8 Bilinguality and culture: enculturation, acculturation, and deculturation

Oct. 1 Module 7 H&B Chapter 9 Intercultural Communication as a dimension of bilingualism; Module 8 H&B Chapter 10 Bilinguals and Bilingual Societies

Oct. 8 Module 8 H&B Chapter 11 Bilinguality, Bilingualism, and Bilingual Education

Oct. 15 Final Exam: : Bilingualism, Bilinguality, Development of Bilinguality, Cognitive dimensions of Bilinguality, Bilinguality and Language Acquisition, Language and Culture with reference to Bilinguality and Bilingual Communities, Bilinguality, Bilingualism, and Bilingual Education
Assignments and Guided Participation Exercises

GPE1 Self-Profile of Bilinguality
GPE2 Testing for proficiency/dominance
GPE3 Analysis of interference-influence
GPE4 Analysis of code-switching
GPE5 Whorfian Hypothesis

A1 Profile of a second bilingual
A2 Field Work-interference-influence/code switching
A3 Language Attitudes
A4 Bilingual Education Policy

LING/SPAN as a Blackboard-Hybrid Course:
This course will be taught as a hybrid course with weekly meetings. In-class lectures and discussions will be significantly extended by materials and activities facilitated by the Blackboard Learning Management System. The Blackboard LMS offers many advantages. It supports the clear presentation of data and instructional notes. It facilitates both short and extended answer assignments as well as other learning activities, including active participation by students in a cyber-enabled community of inquiry.
In this online hybrid course students are encouraged to be in touch with the professor on a continuing and seven-day a week basis. This is different from traditional instruction which is solely classroom-based. Students are also encouraged to communicate with each other in informal learning support groups, both online and in other informal arrangements.