

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF HUMANITIES
DEPARTMENT OF ENGLISH**

Instructor: Dr. Alicia Pousada (e-mail: apousada@earthlink.net; personal website: <http://home.earthlink.net/~apousada/index.html>)

Office hours: Mondays and Wednesdays, 12 -1 pm; Tuesdays, 12 - 4 pm in Ped 4, extension 2035 or 2553

Course Title: Studies in Bilingualism

Course Number: INGL 6466

Number of Credit Hours: 3

Prerequisites: Bachelor's degree or authorization from instructor

Course Description: A multidisciplinary approach to the study of bilingualism. Class assignments and discussion revolve around topics dealing with the cognitive, psycholinguistic, neurolinguistic, social, psychological, social-psychological, and cultural perspectives on bilingualism. Special attention is given to the situation in Puerto Rico.

Course Objectives: At the end of the course, the students will be able to:

- define bilingualism from various perspectives
- identify the various disciplines involved in the study of bilingualism
- explain the problems inherent in the measurement of bilingualism and language dominance
- describe the developmental stages of bilingualism and the role of age in second language acquisition
- discuss the relationship between cognition and bilingualism
- analyze the social and psychological bases of bilingualism
- explain the neurological and psychological development of bilinguals
- critically assess theories regarding the relationship between language and culture and language and identity
- explain language contact phenomena like code switching, loanwords, interlanguage, speech accommodation, etc.
- consider the social consequences of individual vs. societal bilingualism
- explain the different types of bilingual education and the situation of bilingualism in Puerto Rico
- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.

- make the necessary accommodations to include fellow students with special needs.

Course Outline:

Week 1 and 2: 1/25, 2/1/05	Introduction to course--general nature of language, defining bilingualism, problems of measuring bilingualism Readings: Chapters 1 and 2 of textbook.
Week 3: 2/8/05	Development of bilingualism, critical age hypothesis language attrition Reading: Chap. 3
Week 4: 2/15/05	Relationship between cognition and bilingualism, socio-cultural interdependence hypothesis, social networks and valorization Reading: Chap. 4
Week 5: 2/22/05	Social and psychological bases of bilingualism Reading: Chap. 5 Linguistic autobiography due.
Week 6: 3/1/05	Neuropsychological foundations of bilingualism, hemispheric specialization and preference Reading: Chap. 6
Week 7: 3/8/05	Information processing in the bilingual Reading: Chap. 7
Week 8: 3/15/05	Midterm exam (1/2 session) Topic for research project due--consultations with professor
3/22/05	No class--Abolition Day
Week 9: 3/29/05	Social and psychological aspects of bilingualism, language, culture, and identity, perceptions and attitudes Reading: Chap. 8 Preliminary bibliography due
Week 10: 4/5/05	Intercultural communication, speech accommodation, language contact, codeswitching, borrowing, interlanguage Reading: Chap. 9
Week 11: 4/12/05	Societal bilingualism, role of language in intergroup relations, sociolinguistic variation Reading: Chap. 10

Week 12: 4/19/05	Bilingual education, definitions, typologies, programs. Reading: Ch. 11 Video on bilingual education in Hawaii Outline of final research paper due
Week 13: 4/26/05	Language planning and policy-making in Puerto Rico Readings: Pousada, A. (1996) and (1999) [available at: http://home.earthlink.net/~apousada/index.html]
Week 14: 5/3/05	Oral presentations on final research projects
Week 15: 5/10/05	Oral presentations on final research projects Final paper due

Teaching Strategies: Lectures, discussions, oral presentations

Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

1. Richardson Seminar Room and Lázaro Library for student research
2. VCR and TV for video presentation
3. Textbook: Hamers, J. & Blanc, M. (2000). *Bilinguality and bilingualism*, 2nd ed. Cambridge University Press.

Methods of Evaluation:

- Active participation in discussion of weekly readings in class (20%)
- Linguistic autobiography (20%)
- Midterm exam (20%)
- Final research paper (20%)
- Oral report on final research (20%)
- Differentiated evaluation of students with special needs

Grading System: A, B, C, D, F

Bibliography: (partial--more complete bibliographies will be provided in class)

Baker, C. (2001). *Foundations of bilingual education and bilingualism, 3rd ed.* Clevedon, Avon: Multilingual Matters

Bialystok, E. (ed.) (1991). *Language processing in bilingual children.* Cambridge: Cambridge University Press.

Edwards, J. (1985). *Language, society, and identity.* Oxford: Blackwell Publishers.

Ferguson, C.A. (1959) Diglossia. *Word, 15*, 125-40.

Fishman, J.A., Cooper, R. & Ma, R.T. (1971). *Bilingualism in the Barrio.* Bloomington: Indiana University Press.

Giles, H, Williams, A, Mackie, D.M. & Rosselli, F. (1995). Reactions to Anglo and Hispanic-American accented speakers: Affect, identity, persuasion and the English-only controversy. *Language and Communication, 14*, 102-123.

Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism.* Cambridge, MA: Harvard University Press.

Hakuta, K. (1984). *The mirror of language.* New York: Basic Books.

Paradis, M. (ed.). (1995). *Aspects of bilingual aphasia.* New York: Elsevier.

Poplack, S. (1980). Sometimes I'll start a sentence in English y termino en español: Toward a typology of code-switching. *Linguistics, 18*, 581-618.

Pousada, A. (1996). Puerto Rico: On the horns of a language planning dilemma. *TESOL Quarterly, 30 (3)*, 499-510.

Pousada, A. (1999). The singularly strange story of the English language in Puerto Rico. *Milenio, 3*, 33-60.

Romaine, S. (1995). *Bilingualism, 2nd ed.* Oxford: Blackwell Publishers.

Siguan, M. (2001). *Bilinguismo y lenguas en contacto.* Barcelona.

Torres González, R. (2002). *Idioma, bilinguismo y nacionalidad: la presencia del inglés en Puerto Rico.* Río Piedras: Editorial de la UPR.

Vélez, J. & Schweers, W. (1993). A U.S. colony at a linguistic crossroads: The decision to make Spanish the official language of Puerto Rico. *Language Problems and Language Planning, 17 (2)*, 117-139.