Week 1: September 4
Introductions to the course, materials and the subject itself
Review the summer reading materials
Homework: Complete the summer reading project.

Week 2: September 11
Hamers & Blanc (2000), Chapter 1: Definitions and guiding principles, pp. 6-24
Aronin & Singleton (2012), Chapter 2: Multilingualism: some preliminary considerations
This week we take a stab at trying to define what it means to be bilingual or multilingual. In doing so we will get a better feel for some of the main underlying concerns in the field.
Read Wei (2000), Introduction.

Week 3: September 18
Hamers & Blanc (2000), Chapter 2: Dimensions and measurement of bilinguality and bilingualism, pp. 25-49
Wei (2000), Introduction: dimensions of bilingualism
Mackey (2000), The description of bilingualism
This week we will look more specifically at the different types of bilinguality/multilinguality that exist out there. This can be a very complicated area and we will try to break it down to several key ideas which will help us get a better feel for bilingual development as well as the academic area of bilinguality.
Read Kecskes & Papp (2000) Chapter 4 Thought and word.

Week 4: September 25
Hamers & Blanc (2000), Chapter 3: Ontogenesis of bilinguality, pp. 50-81
Kecskes & Papp (2000), Chapter 4 Thought and word
Malt & Ameel (2011) The art and science of bilingual object naming
This week we will take a specific look at the development of bilinguality in individuals. Our main focus will be on the development of systems looking predominantly at lexical systems.

Week 5: October 2
Hamers & Blanc (2000), Chapter 4: Cognitive development and the sociocultural context of bilinguality, pp. 82-109.
Athanasopoulos (2011) Cognitive restructuring in bilingualism
This week we will look at the contentious area of language development and cognition. This is an area where research in the bilingual tradition sees things very differently from first language acquisition or SLA approaches. We will look at the way languages and cognition (thought) affect each other as evidenced through studies of multilanguage use.

**Homework:** Read Hamers & Blanc (2000) Chapter 5.
Read Hammarberg (2001) Roles of L1 and L2 in L3 production and acquisition

**Week 6: October 9** (Holiday - class to be rescheduled)
Hammarberg (2001) Roles of L1 and L2 in L3 production and acquisition
This week we turn our attention to the way different languages affect each other in a bilingual/multilingual system. We will try to draw some conclusion about what this tells us about language in general.

**Homework:** Read Hamers & Blanc (2000) chapter 6.

**Week 7: October 16**
This week we look at neurological aspects of bilinguality. In doing this we will look at the way different language may be housed and use din the brain and how bilingual development affects brain structure and organization.

**Homework:** Work on your Midterm project.

**Week 8: October 23**
Reading week!

**Homework:** Read Hamers & Blanc (2000) chapter 7.
Finish Midterm Project.

**Week 9: October 30**
Midterm Project due.
This week we take a look at how bilinguals process input in relation to their respective languages.

**Homework:** Read Hamers & Blanc (2000) chapter 8.

**Week 10: November 6**
This week we delve in the extremely important (in my opinion) area of language and identity and area that is well studied in bilingual approaches but overlooked in many others.

   **Homework:** Read Hamers & Blanc (2000) chapter 9.
   Read Sercombe & Young (2011) Culture and cognition in the study of intercultural communication.

**Week 11: November 13**
Sercombe & Young (2011) Culture and cognition in the study of intercultural communication
This week we look at the role different societal structures can play in the process of language acquisition/development. Again, this is a fascinating area that has been overlooked in many other approaches to language development, but cannot be ignored from the bilingual/multilingual perspective.

   **Homework:** Read Hamers & Blanc (2000) chapter 10.

**Week 12: November 20**
Hamers & Blanc (2000), Chapter 10: Societal bilingualism, intergroup relations and sociolinguistic variations, pp. 273-317
Here we review some of the basic idea of sociolinguistic variation but on a larger linguistic scale in accordance with bilingual/multilingual situations.

   **Homework:** Read Hamers & Blanc (2000) chapter 11.
   Read Adelman Reyes & Kleyn (2010). Languages in the bilingual classroom.

**Week 13: November 27**
Adelman Reyes & Kleyn (2010). Languages in the bilingual classroom
This week we will take a quick look at the immensely complex and fascinating area of bilingual education. Attention will be paid to the local situation and what is currently going on here and what can be done further to incorporate ideas of bilingualism into our local situation.

   **Homework:** Read Jessner (2006) On the nature of linguistic awareness.

**Week 14: December 4**
Jessner (2006) Third language acquisition
This week we explore some of the issues in the growing field of third language acquisition. This is important for us because in many places in the world English is the third language that people learn. It is also interesting in that there seem to be specific characteristics that have been shown which differentiate 3rd language acquisition. As such it certainly worth exploring.

   **Homework:** Work on your final presentations.
Week 15: December 11
Jessner (2006) On the nature of linguistic awareness

This week we look at the very important issue of linguistic awareness. Awareness has been touted as the special super skill that enables bilinguals to sometimes excel above others. It is therefore, important that we get a good feel for what this awareness entails and how we may be able to develop and enhance it in our own students.

Homework: Finish up the final project.

Final Project is due on December 19th. (This is the date for the symposium.)