Week 1: September 3 - Introductions
Introductions to the course, materials and the subject itself
Review the summer reading materials
Go over the field of bilingualism in its development, traditions and concerns.
   Read Cenoz (2013).

Week 2: September 10 - Definitions
Supplemental Readings
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. We also will be able to determine what some of the main questions or areas of research in the field may be with the understanding that bilingualism has a rather different tradition than that of SLA.
   Read Wei (2000), Introduction.

Week 3: September 17 - Types
Supplemental Readings
Wei (2000), Introduction: dimensions of bilingualism
Chin & Wigglesworth (2009), A1, Describing bilingualism
This week we will look more specifically at the different types of bilinguality/multilinguality that exist out there both at the societal and the personal level. 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 24 – Early Development
Supplemental Readings
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. Lexis is a good place to focus on here as it seems to be the key to language development and it is the polysemy of meaning which makes bilingual development so interesting.
**Week 5: October 1 – Cognitive Development**
Hamers & Blanc (2000), Chapter 4: Cognitive development and the sociocultural context of bilinguality, pp. 82-109.

**Supplemental Readings**
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 Hammarberg (2001) Roles of L1 and L2 in L3 production and acquisition.
- Read Hoff (2006).

**Week 6: October 8 – Social Aspects of Development**

**Supplemental Readings**
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. This is one of the key issues on the field with the issue being naively framed in the one or two systems questions. We review some more recent evidence to see how systems affect each other. We will try to draw some conclusion about what this tells us about language in general.

**Homework:**

**Week 7: October 15 – The Bilingual Brain**

**Supplemental Readings**

This week we look at neurological aspects of bilinguality. In doing this we will look at the way different language may be housed and used in the brain and how bilingual development affects brain structure and organization. Again, this returns us to the one or two system question but from a different angel with a few interesting points made on the control of the different systems.

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

**Week 8: October 22**
Reading week!

**Homework:** Read Hamers & Blanc (2000) chapter 7.
Finish Midterm Project.
**Week 9: October 29 – Information Processing**

**Midterm Project due.**


**Supplemental Readings**


This week we take a look at how bilinguals process input in relation to their respective languages. That is, we discuss how bilinguals process information coming in from the world, especially linguistic information.

Read Vega (2018).

**Week 10: November 5 – Culture and Identity**


**Supplemental Readings**


Vega (2018) Social psychology of bilingualism

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. We look at the deep connections between bilingual development and use societal concerns. It should be clear from the first that language development cannot be separated from the societies in which it is encountered.

Read Sercombe & Young (2011) Culture and cognition in the study of intercultural communication.
Read Magaña (2018).

**Week 11: November 12 – Bilingual Contextual Behaviors**


**Supplemental Readings**

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. We look at some of the specific behaviors that bilinguals are able to engage in, such as code switching.


**Week 12: November 19 – Social and Societal Factors**


**Supplemental Readings**


Here we review some of the basic idea of sociolinguistic variation but on a larger linguistic scale in accordance with bilingual/multilingual situations. We look at how language use can vary on a societal level and see how this impacts learning/use at the societal level.

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

**Week 13: November 26 – Bilingual Education**
Supplemental Readings
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. We will look at a range of different models for 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 3 - Multilingualism**
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:** Read Jessner (2006) On the nature of linguistic awareness

**Week 15: December 10 – Linguistic Awareness**
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.

**Week 16: December 17**
Make up week. (This is only if we have missed any weeks during the regular semester.)

**Final Project is due tentatively on December 18th.**