Description: Bilingualism and Multiculturalism

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN</td>
<td>8004</td>
<td>34049</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
</tr>
</tbody>
</table>

Academic group: OPACS  
Academic org: OPACSP  
HECS band: 1  
ASCED code: 070115

STAFFING

Examiner: Aniko Hatoss  
Moderator: Francis Mangubhai

SYNOPSIS

Australia is increasingly acknowledging the multicultural nature of its society. Teachers who are involved in language teaching, whether they are teaching first or second languages are generally not aware of the educational and social issues involved in bilingualism and biculturalism/multiculturalism. This course looks mainly at educational issues, but these are set against the social ramifications of bilingualism and multiculturalism. The course will cover the following topics: Definitions and typologies of bilingualism and multiculturalism and language maintenance; relationships between policies and bilingualism and multiculturalism; bilingualism and cognition; how bilingualism is measured; types of bilingual education and their educational outcomes; bilingualism and the education of minorities, and education policies for a multicultural Australia.

OBJECTIVES

On successful completion of this course students will be able to:

- speak and think about bilingualism more precisely;
- discuss various typologies of bilingualism that have been proposed;
- demonstrate more precise understanding of what is meant by multiculturalism by being able to talk about it in more defined terms;
- show greater understanding about the social forces that impinge upon societal bilingualism and hence multiculturalism by discussing these forces and the relationships between them and the phenomenon of bilingualism and multiculturalism with both childhood and adult bilinguals;
- demonstrate an understanding of the relationship between policies that impinge upon bilingualism and multiculturalism and language maintenance by discussing them and their consequences;
• demonstrate an understanding of the cognitive consequences of bilingualism and hence of achievement in school systems by discussing them and referring to existing research in this area;
• understand how bilingualism is measured individually and in the society by discussing and evaluating the different methods of measurement used, along with the roles of code-switching, interference and transfer;
• show an understanding of the different typologies of bilingual education that have developed both overseas and in Australia and their possible educational effects by discussing and evaluating them;
• show an understanding and sympathy for the language problems of minority groups in the society by discussing and suggesting possible lines of action;
• begin to think of types of educational policies that Australia might adopt that might address the long-term interests of Australia by discussing and defending suggested policies;
• demonstrate an understanding of the relationships between multiculturalism, education, cultural identity, social justice, second language learning and governmental policy.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definitions and typologies of bilingualism</td>
<td>10.00</td>
</tr>
<tr>
<td>2. What do we understand by multiculturalism?</td>
<td>10.00</td>
</tr>
<tr>
<td>3. The relationship between bilingualism and multiculturalism</td>
<td>5.00</td>
</tr>
<tr>
<td>4. Cognitive and educational aspects of bilingualism</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Measurement of bilingualism</td>
<td>10.00</td>
</tr>
<tr>
<td>6. Typologies of bilingual education and their possible effects</td>
<td>15.00</td>
</tr>
<tr>
<td>7. Features of bilingual speech</td>
<td>5.00</td>
</tr>
<tr>
<td>8. The study of bilingual children</td>
<td>5.00</td>
</tr>
<tr>
<td>9. Patterns of bilingual language acquisition</td>
<td>5.00</td>
</tr>
<tr>
<td>10. Language choice, maintenance and shift</td>
<td>5.00</td>
</tr>
<tr>
<td>11. Multiculturalism as a public policy</td>
<td>5.00</td>
</tr>
<tr>
<td>12. Impact of multiculturalism on languages and education</td>
<td>15.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>25</td>
</tr>
<tr>
<td>Directed Study</td>
<td>96</td>
</tr>
<tr>
<td>Private Study</td>
<td>50</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>25.00</td>
<td>25.00</td>
<td>Y</td>
<td>20 Jul 2004</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>65.00</td>
<td>65.00</td>
<td>Y</td>
<td>20 Jul 2004</td>
</tr>
<tr>
<td>REFLECTIVE JOURNAL</td>
<td>10.00</td>
<td>10.00</td>
<td>Y</td>
<td>20 Jul 2004</td>
</tr>
</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-).

3. Penalties for late submission of required work:
   A penalty may be applied if an arrangement for an assignment extension has not been negotiated before the due date.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.

5. Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
N/A

7 Examination period when Deferred/Supplementary examinations will be held:
N/A

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

6 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment the date of the public holiday for the Examiner’s convenience.

7 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
OTHER REQUIREMENTS

1. Over the two assignments and the journal/discussion board entries students will be expected to achieve at least half the marks.

2. Students must submit all assignments and the journal/discussion board entries.