



LING3386

Multilingualism

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Linguistics

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General Information

Unit convenor and teaching staff

Xin Wang

x.wang1@mq.edu.au

Xin Wang

x.wang1@mq.edu.au

Alice Wu

xufang.wu@mq.edu.au

Credit points

10

Prerequisites

50cp at 2000 level or above including 10cp of LING units at 2000 level

Corequisites

Co-badged status

Unit description

This unit focuses on many issues concerning bilingualism and multilingualism including: patterns of acquiring and losing bilingualism; bilingual language processing in both adults and children; linguistic/cognitive consequences of bilingualism/multilingualism; bilingualism/multilingualism in Australia, and Australian language policies and planning. The focus is on discussion of current controversies - for example, the critical age theory; input theories and 'competency'; and the cognitive advantage of bilingualism - based on readings and participants' experiences. It also includes workshopping of bilingual data. This unit is useful for students familiar with bilingual or multilingual situations, or who have experience or plans to be involved in teaching, learning or using a second language, or working in a multicultural workplace.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Identify, discuss and critique complex issues surrounding bilingual individuals,

states, and education.

ULO2: Identify and explain the different cognitive accounts of bilingual language processing

ULO3: Critically evaluate literature, theories and methodologies used in bilingual studies

ULO4: Explain the impact learning/speaking two or multiple languages can have across one's life span

General Assessment Information

Use of Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

| Number of days (hours) late | Total Possible Marks | Deduction | Raw mark | Final mark |
|-----------------------------|----------------------|-----------|----------|------------|
| 1 day (1-24 hours) | 100 | 5 | 75 | 70 |
| 2 days (24-48 hours) | 100 | 10 | 75 | 65 |
| 3 days (48-72 hours) | 100 | 15 | 75 | 60 |
| 7 days (144-168 hours) | 100 | 35 | 75 | 40 |
| >7 days (>168 hours) | 100 | - | 75 | 0 |

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|---------|
| <u>Term Essay</u> | 30% | No | Week 11 |
| <u>An outline for the term essay</u> | 5% | No | Week 9 |
| <u>Final Exam</u> | 35% | No | Week 13 |
| <u>Critical review of literature</u> | 30% | No | Week 5 |

Term Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **Week 11**

Weighting: **30%**

Students need to choose a topic in Bilingualism/Multilingualism and write an essay about it.

On successful completion you will be able to:

- Identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- Identify and explain the different cognitive accounts of bilingual language processing
- Critically evaluate literature, theories and methodologies used in bilingual studies
- Explain the impact learning/speaking two or multiple languages can have across one's life span

An outline for the term essay

Assessment Type ¹: Plan

Indicative Time on Task ²: 5 hours

Due: **Week 9**

Weighting: **5%**

Students need to come up with a general idea and organisation of the essay they need to submit.

On successful completion you will be able to:

- Identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- Identify and explain the different cognitive accounts of bilingual language processing
- Critically evaluate literature, theories and methodologies used in bilingual studies

Final Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 33 hours

Due: **Week 13**

Weighting: **35%**

Students will be tested on topics covered by the unit.

On successful completion you will be able to:

- Identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- Identify and explain the different cognitive accounts of bilingual language processing
- Critically evaluate literature, theories and methodologies used in bilingual studies
- Explain the impact learning/speaking two or multiple languages can have across one's life span

Critical review of literature

Assessment Type ¹: Literature review

Indicative Time on Task ²: 20 hours

Due: **Week 5**

Weighting: **30%**

Students will read a research article and write a review based on a set of questions.

On successful completion you will be able to:

- Identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- Critically evaluate literature, theories and methodologies used in bilingual studies

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Readings on Legento Library resources

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#) (<https://policies.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](#) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](#) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

SECTION 7: PROFESSIONALISM

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

SECTION 8: INCLUSION AND DIVERSITY

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Unit information based on version 2023.02 of the [Handbook](#)