Bilingual Child Phonology 2018-2019
Professor: Yasaman Rafat
Office: UC 2308
Lectures: Tuesdays: 12:30-3:30 pm, Sommerville House 3355
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Office hours: TBA

COURSE DESCRIPTION
In this course we will explore the complexities of child phonological development. Some of the questions we will ask include: In what ways does the developmental course of bilingual speech acquisition differ from or parallel the acquisition of a single language? How separate or interdependent are a bilingual’s two phonological system? Does the type of input matter? How does the brain process and handle two languages? And finally, does learning more than one language affect other aspects of our cognition?

COURSE OBJECTIVES
- Develop students’ analytical and critical abilities by discussing theoretical issues in bilingual child phonology
- Familiarize students with current topics in bilingual child phonology
- Introduce the fundamentals of experimental design
- Help students identify their own areas of interest

EVALUATION
- Attendance and active participation: 15%
  Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion.
- Mini project proposal: 30% Students will submit their final project proposals (2-5 pages). The proposal must include the objective of the study, literature review, hypotheses, methodology and bibliography.
- Project presentation: 20% Students will present their projects (6 minute presentations)
- Final project proposal: 35% (Also see below) The final paper consists of a longer and more detailed project proposal based on the mini project proposal. The proposal should not exceed 10-15 pages (Times New Roman, 12 pts, 2 spaces). Papers must be submitted to the
instructor by email. The date of submission is last day of class. Late papers will receive a penalty of 20% per day late.

CLASS MANAGEMENT
• Students are expected to come to class regularly and attendance will be strictly monitored. Points are not given for mere attendance but for your participation and for showing progress (see Participation above). All absences will affect the participation grade; students with more than 4 absences per semester will get 0 on the participation grade. Because attendance is so important in language courses, any student who, in the opinion of the course coordinator, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean, the student will be debarred from taking the regular examination in the course (see UWO Academic Calendar).

• Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

• UWO's Policy on Accommodation for Medical Illness: (https://studentservices.uwo.ca/secure/index.cfm)

• Downloadable Student Medical Certificate (SMC): https://studentservices.uwo.ca under the Medical Documentation heading

• Participation: Active participation in class in the different activities and group discussions, focus on the work in hand, in class progress, awareness of mistakes and self-correction, self-discipline (daily preparation of assigned work, written work handed in on time, etc.) will account for the participation grade. Students are advised to keep up with the work day by day in order to make progress. It is very difficult to catch up in a language class if you fall behind. There will be a great deal of group work. Lack of focus on the objectives of the activity will severely affect your mark.

• Course materials and announcements: Lectures and announcements will be posted on SAKAI. Student must therefore set up a SAKAI account. The address for SAKAI is https://owl.uwo.ca/portal. In order to access SAKAI you must have a UWO account. To log on the system will ask you to give your account name and your secret password.

PLAGIRISM: Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. This also applies to work facilitated or written for students by third parties. The University of Western Ontario uses a plagiarism- checking site called Turnitin.com.
CAVEAT
This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, test, quiz or assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

COURSE MATERIALS

SELECTED WEB-BASED RESOURCES

- IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL) http://www.sil.org/
- The sounds of Spanish, English and German: http://www.uiowa.edu/~acadtech/phonetics/

- The sounds of the International Phonetic Alphabet (IPA): http://www.sil.org/computing/speechtools/ipahelp.htm
- IPA chart, IPA handbook, Online phonetics lab: http://web.uvic.ca/ling/resources/ipa/handbook.htm
- Variation in Spanish: http://www.uiowa.edu/~acadtech/dialects//
  http://lab.chass.utoronto.ca/rescentre/spanish/
- Information about the world’s languages: http://www.ethnologue.com

Course Calendar

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<th>Topics</th>
<th>Readings and assignments</th>
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<td>Tues.8</td>
<td>Introduction</td>
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<td>Tues.15</td>
<td>Development: Two systems or one?</td>
<td>Keshavarz &amp; Ingram (2002)</td>
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<td>Ingram et al. (2011)</td>
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<td>Tues.22</td>
<td>Transfer or merger?</td>
<td>Kehoe, Lleó, &amp; Rakow(2004)</td>
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<td>Tues.29</td>
<td>How to write a proposal</td>
<td>Fabiano-Smith et al. (2014)</td>
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<td>February</td>
<td>Tues.5</td>
<td>Segmental vs. Prosodic acquisition</td>
<td>Zembrzuski et al. (20018)</td>
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<td>Sing et al. (2016)</td>
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<td>Tues.26</td>
<td>The role of input</td>
<td>Mini proposal due</td>
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<td>March</td>
<td>Tues.5</td>
<td>Raising bilingual children Links available in OWL</td>
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<td>Tues.19</td>
<td>Bilingualism or speech disorder Van Borsel et al. (2001)</td>
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<td>April</td>
<td>Tues.2</td>
<td>Project presentations</td>
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<td>Last day of class</td>
<td>Tues.9</td>
<td>Project presentation Full proposal due</td>
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**Bibliography**


