

**Ling 4326/5326: Bilingualism**  
Fall 2012

**Instructor:** Naoko Witzel

**Office Number:** Hammond Hall 127

**Office Telephone Number:** 817-272-3133 (Main office)

**Email Address:** [naoko@uta.edu](mailto:naoko@uta.edu)

**Office Hours:** Thursdays 16:00-17:00 or by appointment

**Section Information:** Ling 4326 Section 001 / Ling 5326 Section 001

**Time and Place of Class Meetings:** Thursdays 17:30-20:20 at Trimble Hall 202

**Graduate Teaching Assistant:** Vicki Caña ([vicki.cana@mavs.uta.edu](mailto:vicki.cana@mavs.uta.edu))

**Description of Course Content:** This course introduces students to issues related to bilinguals and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, bilingual education, the cognitive benefits (or disadvantages) of being a bilingual, and language processing in bilinguals.

**Student Learning Outcomes:** Upon successfully completing this course, students should be able to:

- explain key terms and concepts in the field of bilingualism;
- select a specific area of interest concerning bilingualism;
- successfully identify literature in the area of interest;
- identify an interesting research question;
- write a literature review in a publishable format.

**Required Textbooks and Other Course Materials:**

- Jeanette Altarriba & Roberto R. Heredia (Eds.) (2008). *An introduction to bilingualism: Principles and processes*. NY: Lawrence Erlbaum Associates.
- Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

**Descriptions of major assignments and examinations:**

**READING ASSIGNMENTS** (21pts): There are 13 weeks that require readings. Out of these 13 weeks, submit 7 one-page reaction papers on the readings that you did. Email Naoko (and cc Vicki) an attached document between Wednesday noon and Thursday 9am prior to the class. Late assignments will not be accepted.

**PRESENTATION** (G: 10pts): Graduate students will do a 20-minute presentation on an article that you select. The presentation topic should relate to the topic of interest for the week and should have primary data. In your presentation, please summarize the article and lead a discussion. Please submit your e-article to the instructor and get approval of the article at least one week prior to your presentation, so that it can be put up on the Blackboard website.

**PROJECT** (59pts): This includes the following—

- (i) selecting a topic on bilingualism (5pts)
- (ii) an annotated bibliography (15pts)

- (iii) forming an interesting research question (9pts)
- (iv) final paper (20pts)
- (v) final presentation (10pts).

**\*\*If you are a PhD student and would like to actually conduct a study, please come to talk to me.\*\***

**PARTICIPATION** (G: 10pts; UG: 20pts): It is recommended that you come to class on time. However, note that you will be graded for your participation rather than mere attendance. Please email Vicki prior to class if you have a legitimate reason for missing class.

**FINAL PAPER:**

In your final paper you should write a literature review that would generate your research question. The paper should be 10 pages maximum. Please try to be concise.

**Attendance:** Again, it is recommended that you come to class on time. However, note that you will be graded for your participation rather than mere attendance.

**Other Requirements:** N/A

**Grading:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Late assignments will not be accepted.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2,

suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Librarian to Contact:** Jody Bailey ([jbailey@uta.edu](mailto:jbailey@uta.edu))

### **Course Schedule.**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Naoko Witzel.

### DUE DATES:

9/20 – Submit your topic via email

10/18 – Submit a hard copy of your annotated bibliography at the beginning of the class

11/1 – Submit your research question via email

11/29 – Final presentation

12/7 – Submit a hard copy of your final paper by 9am in my mailbox next to the Main Office

### OUTLINE OF TOPICS:

**WEEK 1 (8/23) / Introduction, Definitions on Bilingualism, Library Search**

**\*\*Please go to the library room 315A at 7pm.\*\***

**WEEK 2 (8/30) / Issues in studying bilinguals**

- A&H, Chapter 2
- Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

**WEEK 3 (9/6) / Modularity, bilingual memory**

- A&H, Chapter 3
- McClamrock, R. (2002). Modularity. In Lynn Nadel (Ed.), *Encyclopedia of Cognitive Science* (pp. 66-70). NY: John Wiley & Sons.
- Kroll, J.F., & Dussias, P.E. (2004). The comprehension of words and sentences in two languages. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 169-200). Blackwell Publishing. → "7.2 Understanding Words" section.

**WEEK 4 (9/13) / Bilingual memory**

- Witzel, N. O., & Forster, K. I. (in press). How L2 words are stored: The episodic L2 hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

**WEEK 5 (9/20) / Neuropsychological foundations of bilingualism**

- A&H, Chapter 6
- Hull, R., & Vaid, J. (2005). Clearing the cobwebs from the study of the bilingual brain: Converging evidence from laterality and electrophysiological research. In J.F. Kroll & A.M.B. de Groot (Eds.) *The handbook of bilingualism* (pp. 480-496). Oxford University Press.

**WEEK 6 (9/27) / Language processing in adult bilinguals**

- A&H, Chapter 4 (except for *Language and Culture* section)
- Kroll, J.F., & Dussias, P.E. (2004). The comprehension of words and sentences in two languages. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 169-200). → "7.3 Understanding Sentences" section.
- Roberts, L. (2012). Review article: Psycholinguistic techniques and resources in second language acquisition research. *Second Language Research*, 28, 113-127.
- Witzel, J., Witzel, N., & Nicol, J. (2012). Deeper than shallow: Evidence for structure-based parsing biases in L2 sentence processing. *Applied Psycholinguistics*, 33, 419-456.

**WEEK 7 (10/4) / Code-mixing and code-switching**

- Gollan, T. & Ferreira, V. S. (2009). Should I stay or should I switch? A cost-benefit analysis of voluntary language switching in young and aging bilinguals. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 35, 640-665.
- Poplack, S. (1979). Sometimes I'll start a sentence in Spanish *y termino en espanol*. *Linguistics*, 18, 581-618.

**WEEK 8 (10/11) / Linguistic development of a bilingual**

- H&B, Chapter 3
- De Houwer, A. (2005). Early bilingual acquisition: Focus on morphosyntax and the separate development hypothesis. In J. F. Kroll & A. M. B de Groot (Eds.) *The handbook of bilingualism* (pp. 30-48). Oxford University Press.
- Hoff, E., Core, C., Place, S., Rumiche, R., Senior, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, 39, 1-27.

**WEEK 9 (10/18) / Cognitive development and aging in bilinguals**

- A&H, Chapter 8
- Bialystok, E. (2005). Consequences of bilingualism for cognitive development. In J. F. Kroll & A. M. B de Groot (Eds.) *The handbook of bilingualism* (pp. 417-432). Oxford University Press.

**WEEK 10 (10/25) / Bilingual education**

- A&H, Chapter 14

- Cummins, J. (2009). Bilingual and immersion programs. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 161-181). Blackwell Publishers.
  - Fillmore, L. W. (2004). Language in education. In E. Finegan & J. R. Rickford (Eds.), *Language in the USA* (pp. 339-360). Cambridge: Cambridge University Press.
- \*\*Naoko will be out-of-town for the Mental Lexicon conference.\*\***

**WEEK 11** (11/1) / *Social and cultural contexts in bilingualism*

- A&H, Chapter 10
- Romaine, S. (2004). The bilingual and multilingual community. In T.K. Bhatia & W.C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 385-405). Blackwell Publishing.
- Wiley, T. G. (2004). Language planning, language policy, and the English-only movement. In E. Finegan & J. R. Rickford (Eds.), *Language in the USA* (pp. 319-338). Cambridge: Cambridge University Press.

**WEEK 12** (11/8) / *Bilingualism and thought.*

- A&H, Chapter 4 (only the *Language and Culture* section)
- Pavlenko, A. (2005). Bilingualism and thought. In J.F. Kroll & A.M.B. de Groot (Eds.) *The handbook of bilingualism* (pp. 433-453). Oxford University Press.

**WEEK 13** (11/15) / *Social psychological approaches to bilingualism*

- A&H, Chapter 9
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31, 409-429.

**WEEK 14** (11/22) / Thanksgiving holiday.

**WEEK 15** (11/29) / *Presentations*