

LING 5326: Bilingualism
Fall 2014

Instructor: Naoko Witzel

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Office Hours: Wednesdays 3-5pm or by appointment

Section Information: Section 001

Time and Place of Class Meetings: Wednesday 5:30-8:20pm Trimble Hall 202

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, 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.) (2011). *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 (7 x 3% = 21%): There are 11 weeks that require readings. Out of these 11 weeks, submit 7 one-page reaction papers on the readings that you did for that week. These reaction papers should include your interpretations or your opinions about the readings that you have done for that week. They should not be a summary of what you have read, but should be on what you thought about your readings. Please submit your reaction paper on Blackboard by Wednesday 9am before class. Late assignments will not be accepted.

PRESENTATIONS (2 x 5% = 10%): You 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 (~15 mins) and lead a discussion (~5

mins). 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.

LIBRARY SEARCH PROJECT (59pts): In this library search project, you will find literature on a topic related to bilingualism. Throughout the semester, you will work on developing an area of interest in bilingualism. You will conduct library research on the topic that you choose. You will then try to narrow down your topic and form an interesting research question. You will write a synthesis paper that will lead to your research question.

- (i) **Selecting a topic on bilingualism** (5%): Based on the textbook and other readings for this class, you will select a topic that interests you. The topic must be related to bilingualism.
- (ii) **Annotated bibliography** (15%): You will find and read at least 5 peer-reviewed journal articles on the topic of your choice. (Note that readings from the class cannot be included.) The entry for each article should begin with its complete bibliographical reference (in APA format). In the entry, you should summarize the main arguments/findings of the article. The summaries should reflect your understanding of the article. Each summary should be at least half a page long double-spaced.
- (iii) **Forming an interesting research question** (9%): Based on the readings you have done for the annotated bibliography, form a theoretically interesting research question that should be explored in the field.
- (iv) **Final paper** (20%): Write a synthesis essay (aka literature review) based on the readings you have done for the annotated bibliography, for class, and any other additional readings that are relevant to your topic. Discuss the readings that will lead up to your research question. This paper should be 10 pages maximum.
- (v) **Project presentation** (10%): Present on your final paper. Your presentation should be 10 minutes long with 5 minutes of questions and answers.

PARTICIPATION (10%): 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 me prior to class if you have a legitimate reason for missing class.

Attendance: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one (unexcused) absence will negatively affect your grade.***

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. Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%). Your final grade will be calculated as follows:

10%	Class engagement
21%	Reading assignments (3% each)
10%	Article presentations (5% each)
59%	Library search project
5%	Topic selection
15%	Annotated bibliography
9%	Research question
10%	Project presentation
20%	Final paper

Late assignments will not be accepted.

Please upload all your written assignments onto Blackboard by 5pm on the due date, except for reading assignments (i.e., reaction papers), which should be submitted by 9am on the due date.

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://web.uta.edu/ao/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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses 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.

UT Arlington faculty members 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.

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 an online 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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Librarian to Contact: Jody Bailey (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:

9/17 – Submit your topic for the project

10/15 – Submit your annotated bibliography

10/29 – Submit your research question

12/3 – Presentations

12/10 – Submit your final paper.

(Other important dates: 9/8 Census Day; 10/29 Last day to drop classes)

OUTLINE OF TOPICS

WEEK 1 (8/27) / Introduction, Definitions on Bilingualism, Library Search

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

WEEK 2 (9/3) / *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 (9/10) / *Modularity*

- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua, 100*, 3-27.
- McClamrock, R. (2002). Modularity. In Lynn Nadel (Ed.), *Encyclopedia of Cognitive Science* (pp. 66-70). NY: John Wiley & Sons.

WEEK 4 (9/17) / *Bilingual speech sound representations*

- A&H, Chapter 4 (except for *Language and Culture* section)
- Gonzales, K., & Lotto, A. J. (2013). A *bafri*, un *pafri*: Bilinguals' pseudoword identifications support language-specific phonetic systems. *Psychological Science, 24*, 2135-2142.
- Jouravlev, O., Lupker, S. J., & Jared, D. (2014). Cross-language phonological activation: Evidence from masked onset priming and ERPs. *Brain and Language, 134*, 11-22.
- **Submit your topic**

WEEK 5 (9/24) / *Bilingual lexical representations*

- A&H, Chapter 3
- 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. (only the "7.2 Understanding Words" section.)
- Witzel, N. O., & Forster, K. I. (2012). How L2 words are stored: The episodic L2 hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 38*, 1608-1621.

WEEK 6 (10/1) / No class because Naoko will be out-of-town for the Mental Lexicon conference.

WEEK 7 (10/8) / *Sentence processing in adult bilinguals*

- 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). (only the "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 8 (10/15) / *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.
- Klein, D., Mok, K., Chen, J-K., & Watkins, K. E. (2014). Age of language learning shapes brain structure: A cortical thickness study of bilingual and monolingual individuals. *Brain & Language, 131*, 20-24.

- **Submit your annotated bibliography**

WEEK 9 (10/22) / *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 10 (10/29) / *Linguistic development of a bilingual*

- A&H, Chapter 8 (up until the *Cognitive Differences* section)
- 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.
- **Submit your research question**

WEEK 11 (11/5) / *Cognitive development and aging in bilinguals*

- A&H, Chapter 8 (only the *Cognitive Differences* section)
- A&H, Chapter 5
- 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 12 (11/12) / *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.
- Costa, A., Foucart, A. Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE*, 9, e94842.

WEEK 13 (11/19) / *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.
- Barac, R., & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, 83, 413-422.

WEEK 14 (11/26) / Thanksgiving holiday.

WEEK 15 (12/3) / **Presentations**

EXAM WEEK (12/10) / **Submit your final paper.**