

LING 4326: Bilingualism
Fall 2015

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We will respond to emails within the next 24 business hours.

Section Information: LING 4326-001

Time and Place of Class Meetings: Tuesdays and Thursdays 9:30-10:50am Trimble Hall 209

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 synthesis paper in a publishable format.

Required Textbooks and Other Course Materials:

- François Grosjean & Ping Li (Eds.) (2013). *The psycholinguistics of bilingualism*. MA: Wiley-Blackwell.
- 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:

- Course Engagement: you will receive a grade for your attendance and in-class participation.
- Readings: there will be a number of pop quizzes and in-class group work to ensure that you are doing your readings.
- Debates: there will be 3 in-class debates.

- Project: you will be doing research by (i) selecting a research topic; (ii) writing an annotated bibliography; (iii) forming a research question; (iv) writing a synthesis paper answering your research question based on the readings you did for your annotated bibliography; and (v) presenting your findings in front of the class.
(See below for detailed descriptions of these projects and due dates.)

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, 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.***

Other Requirements: Prerequisite: LING 3311

Grading:

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

10%	Course engagement
15%	Readings (Pop quizzes, in-class group work)
15%	Debates
60%	Research Project
5%	Selecting a topic
15%	Annotated bibliography
10%	Forming a research question
10%	Presentation
20%	Final synthesis paper

Late assignments will not be accepted.

Please upload all of your written assignments onto the course Blackboard site by 9:00am on the due date, unless otherwise specified.

Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.

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; see "Student Support Services," below.

Important Information about the Assignments:

All written assignments are due by 9:00am on the day indicated on the schedule unless otherwise specified. All written assignments must be uploaded on Blackboard.

Attendance/Course engagement: 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.***

Readings: You must come prepared to each class meeting having read the chapters and materials assigned for that day. Please make sure that you bring a copy of the readings to every class. To help you stay on top of the readings, there will be a number of small in-class group work and quizzes. The

quizzes will be given at the beginning of class, so you will want to make sure you are on time. If you are absent or late and miss a quiz, you will receive a zero. These quizzes cannot be made up.

Debate Participation: During the semester, there will be three in-class debates. You will be randomly assigned to one of three teams, and you will work together with your teammates to prepare for each debate. On the day of the debate, a coin will be flipped at the beginning of class to determine which team takes the PRO position, which takes the CON, and which will be the judges. This information will be known only on the day of the debate; therefore, all three teams must come prepared to defend both sides of the argument. The team of judges will be evaluated on their pre-debate activity as well as on their judging comments. The topic of the debate and specific instructions will be given two weeks before each debate.

Debate Grading and Evaluation: The instructor will give an Overall Debate Grade based on four factors: 1) the judges' scores (winning/losing team), 2) peer evaluation, 3) the instructor's evaluation, and 4) pre-debate on-line activity.

- 1) Judges' scores: The appointed judges will give points to the teams for each part of the debate. (The scoring rubric that the judges will use will be available for all to look at.) All members of the winning team will receive a number of points that the judges will determine based on their performance; all members of the losing team will receive fewer points.
- 2) Peer evaluation: There will be an anonymous team member evaluation, during which each participant will have a chance to write the names of the two team members who they thought contributed the most to the team's success as well as the name of the team member who they thought contributed the least. (For the second one, however, if you cannot name anybody, you can leave the paper blank). The instructor will review these paper slips before assigning an Overall Debate Grade to each student.
- 3) Instructor's evaluation: The instructor will also evaluate each student's debate performance (based on the scoring rubric).
- 4) Pre-debate on-line activity: Work done prior to the debate will also be assessed based on the Blackboard activity of the team members (discussion board or group emailing). The instructor will add to /subtract points from the Overall Debate Grade based on your preparation activity.

Research Project: 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. Once you have a research question, you will write a synthesis paper that provides an answer to your question.

- 1) Research topic: 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.
- 2) Annotated Bibliography: 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.

Assessment (Questions used in grading):

1. Are the journal articles selected related to the research topic?
2. How well do you understand the journal article?

3. How clearly are the journal articles summarized?
 4. How accurately does the student document citations, quotations, paraphrases, and bibliographic references?
- 3) Research question: Based on the readings you have done for the annotated bibliography, form an interesting research question that will help you further your understanding of your research area. For example, if you are interested in “code-switching”, after you have read some articles, you might come up with a question such as the following – Can code-switching occur with two languages that have very different sentence structure, like English and Japanese?

- 4) Presentation / Final synthesis paper: (Presentation should be 10 mins long; Paper should be 3–5 pages, double-spaced, references in APA format).
Whereas an analysis involves breaking something down into its component parts, synthesis involves putting the parts together in a new and different way. For this class, you will write a synthesis essay based on the readings you have done for the annotated bibliography. Note that readings from class and any other readings that are relevant can also be included in this paper. You will discuss what the readings, taken as a whole, suggest about the topic of their choice. Specifically, you will try to provide an answer to your research question. Remember that this is NOT a summary assignment. That is, you should not merely summarize the articles they read. Rather, you should discuss your interpretations of the readings and how they provide insight into your question. In this sense, the essay assignment will require you to fully understand the ideas and concepts discussed in the readings so that they can draw original connections among them. In order to do so, you should consider some of the following questions as you read:

1. How do the ideas discussed in the readings compare or contrast with one another?
2. What areas of contradiction or conflict can I identify among the readings?
3. What areas of overlap can I find among the readings?
4. How do the ideas in one reading contribute to my understanding of the other readings?
5. What areas or concerns do the readings not address (either justifiably or neglectfully so)?

These questions will help you understand the readings beyond the surface level and speculate on how the ideas and concepts can be understood. You should make sure that your discussions are firmly based on these readings. The references to the articles used in the essay must be included at the end (and this will not be included in the overall page count).

Assessment: (Questions used in grading)

1. To what extent do you understand the issues and concepts addressed in the readings?
2. How well do you draw connections or comparisons between the readings?
3. To what extent do you fully support claims, interpretations, and generalizations with specific evidence from the readings?
4. How clearly is the presentation given / paper written?
5. How accurately do you document citations, quotations, paraphrases, and bibliographic references?

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their

own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, 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.

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, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: Jodi 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

IMPORTANT DATES

9/22 – Submit your research project topic on Blackboard

10/8 – Debate 1

10/22 – Submit your annotated bibliography on Blackboard

10/29 – Submit your research question on Blackboard

11/3 – Debate 2

12/1 – Debate 3

12/3, 12/8 – Research Project Presentations

12/15 – Submit your final synthesis paper on Blackboard

(Other important dates: 9/14 Census Day; 11/4 Last day to drop classes)

OUTLINE OF TOPICS & READING ASSIGNMENTS

Class #	Date	Topic	Reading Assignment and other deadlines
1	8/27	<i>Introduction to Bilingualism</i>	
2	9/1	<i>Library Search</i>	
3	9/3	<i>Issues in studying bilinguals</i>	G&L, Chapter 1
4	9/8	<i>Modularity</i>	Fromkin (1997)
5	9/10	<i>Age of Acquisition</i>	G&L, Chapter 7 (section 7.1)
6	9/15		Sabourin et al. (2014)
7	9/17	<i>Speech Perception and Comprehension</i>	G&L, Chapter 2
8	9/22		Gonzalez & Lotto (2013) <i>Submit your research project topic</i>
9	9/24	<i>Visual Word Recognition</i>	G&L, Chapter 4 (all except 4.4), Chapter 8 (section 8.1)
10	9/29		Witzel & Forster (2012)
11	10/1	<i>Sentence-level Processing</i>	G&L, Chapter 4 (only 4.4)
12	10/6		Witzel et al. (2012)
13	10/8	Debate 1: There is a unified language system for a bilingual's two languages. (Evidence should be drawn from bilingual speech perception, lexical, and sentence processing studies.)	
14	10/13	<i>Bilingual Brain</i>	G&L, Chapter 10 (all except 10.3)
15	10/15		Ng & Wicha (2013)
16	10/20	<i>Child Bilingual Acquisition</i>	G&L, Chapter 6 (up to section 6.5) G&L, Chapter 7 (section 7.2 onwards)
17	10/22		Hoff et al. (2012) <i>Submit your annotated bibliography</i>
18	10/27	<i>Code-switching and Speech Production</i>	G&L, Chapter 3 G&L, Chapter 6 (section 6.5)
19	10/29		Gollan & Ferreira (2009)

			<i>Submit your research question</i>
20	11/3	Debate 2: There is a unified language system for a bilingual's two languages. (Evidence should be drawn from bilingual brain, child bilingual acquisition, and code-switching studies.)	
21	11/5	<i>Bilingualism and Thought</i>	G&L, Chapter 8 (section 8.2)
22	11/10		Costa et al. (2014)
23	11/12	<i>Cognitive Effects of Bilingualism</i>	G&L, Chapter 9 (all except 9.2)
24	11/17		Salvatierra & Rosselli (2010)
25	11/19	<i>Bilingual Education</i>	G&L, Chapter 9 (section 9.2) Cummins (2009)
26	11/24		De Ramirez & Shapiro (2006)
27	11/26	Thanksgiving Holiday	**No class.**
28	12/1	Debate 3: Everyone should receive bilingual education in the US. (Evidence should be drawn from what you have learnt over the whole semester.)	
29	12/3	Presentations 1	
30	12/8	Presentations 2	

- G&L: your textbook.
- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua*, 100, 3-27.
- Sabourin, L., Brien, C., & Burkholder, M. (2014). The effect of age of L2 acquisition on the organization of the bilingual lexicon: Evidence from masked priming. *Bilingualism: Language and Cognition*, 17, 542-555.
- Gonzales, K., & Lotto, A. J. (2013). A *bafri*, un *pafr*: Bilinguals' pseudoword identifications support language-specific phonetic systems. *Psychological Science*, 24, 2135-2142.
- 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.
- 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.
- Ng, S., & Wicha, N. Y. Y. (2013). Meaning first: A case of language-independent access to word meaning in the bilingual brain. *Neuropsychologia*, 51, 850-863.
- 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.
- 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.
- Costa A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE*, 9, e94842.

- Salvatierra, J. L., & Rosselli, M. (2010). The effect of bilingualism and age of inhibitory control. *International Journal of Bilingualism*, 15, 26-37.
- 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.
- De Ramirez, R. D., & Shapiro, E. S. (2006). Curriculum-based measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review*, 35, 356-369.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381