LING 5326: Bilingualism
Spring 2017

Instructor: Naoko Witzel

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Office Hours: Tuesdays 3:30-5:00pm, Thursdays 3:30-4:00pm, or by appointment

Section Information: LING 5326-001

Time and Place of Class Meetings: Tuesdays 5:30-8:20pm 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:
- 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 Tuesdays 9am before class. Late assignments will not be accepted.

PRESENTATIONS (2 x 5% = 10%): You will do two 25-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, you should minimally provide (a) the complete bibliographical

reference (in APA format) for the article, (b) the general question(s) examined, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), and (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions) (~15 mins). You should also have a set of discussion questions ready for the class to discuss (~10 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. 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 15 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: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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, I will take attendance for each class. ***More than one (unexcused) absence will negatively affect your grade.*** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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.
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.

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.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see http://catalog.uta.edu/academicregulations/grades/#undergraduatetext; for graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

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/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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *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.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX *or contact* Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** 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 IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

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:
2/7 – Submit your topic for the project
3/7 – Submit your annotated bibliography
3/21 – Submit your research question
4/25 & 5/2 – Presentations
5/9 – Submit your final paper.
(Other important dates: 2/1 Census Day; 3/31 Last day to drop classes)

OUTLINE OF TOPICS & READING ASSIGNMENTS

WEEK 1 (1/17) / *Introduction, Definitions on Bilingualism, Library Search*
  Please go to the Central Library room 315A at 7pm.

WEEK 2 (1/24) / *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 (1/31) / *Modularity*
- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua, 100,* 3-27.

WEEK 4 (2/7) / *Bilingual speech sound representations*
- A&H, Chapter 4 (up until the Semantic Processing section)
- Ando, E., Jared, D., Nakayama, M., & Hino, H. (in press). Cross-script phonological priming with Japanese Kanji primes and English targets. *Journal of Cognitive Psychology.*
- Gonzales, K., & Lotto, A. J. (2013). A *bafri*, un *pafri*: Bilinguals' pseudoword identifications support language-specific phonetic systems. *Psychological Science, 24,* 2135-2142.
- ***Submit your topic***

WEEK 5 (2/14) / *Bilingual lexical representations*
- A&H, Chapter 3, Chapter 4 (Semantic Processing and Morphology and the Study of Form sections)
- Nakayama, M., Ida, K., & Lupker, S. J. (in press). Cross-script L2-L1 noncognate translation priming in lexical decision depends on L2 proficiency: Evidence from Japanese-English bilinguals. *Bilingualism: Language and Cognition.*
- 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.
- 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 (2/21) / *Bilingual syntactic representations*
- A&H, Chapter 4 (Syntax section)
- Hartsuiker, R. J., & Bernolet, S. (in press). The development of shared syntax in second language learning. *Bilingualism: Language and Cognition.*
- Song, Y., & Do, Y. (in press). Cross-linguistics structural priming in bilinguals: Priming of the subject-to-object raising construction between English and Korean. *Bilingualism: Language and Cognition.*
- 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 (2/28) / *Neuropsychological foundations of bilingualism*
- A&H, Chapter 6

- Hoversten, L. J., Brothers, T., Swaab, T. Y., &Traxler, M. J. (2015). Language membership identification precedes semantic access: Suppression during bilingual word recognition. *Journal of Cognitive Neuroscience, 27,* 2108-2116.
- 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.
- Van Heuven, W. J. B., & Dijkstra, T. (2010). Language comprehension in the bilingual brain: fMRI and ERP support for psycholinguistic models. *Brain Research Reviews, 64,* 104-122.

WEEK 8 (3/7) / *Theories of Bilingual Language Organization*
- ***Submit your annotated bibliography***

WEEK 9 (3/14) / **SPRING BREAK**

WEEK 10 (3/21) / *Code-mixing and code-switching*
- A&H, Chapter 4 (The Production of Language section)
- 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.
- Gollan, T., & Goldrick, M. (2016). Grammatical constraints on language switching: Language control is not just executive control. *Journal of Memory and Language, 90,* 177-199.
- Poplack, S. (1979). Sometimes I'll start a sentence in Spanish *y termino en espanol. Linguistics, 18,* 581-618.
- ***Submit your research question***

WEEK 11 (3/28) / *Child Bilingual Acquisition*
- 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., Senor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language, 39,* 1-27.

WEEK 12 (4/4) / *Bilingualism and thought.*
- A&H, Chapter 4 (only the *Language and Culture* section)
- Costa, A., Foucart, A. Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE, 9,* e94842.
- Lucy, J. A. (2016). Recent advances in the study of linguistic relativity in historical context: A critical assessment. *Language Learning, 66,* 487-515.
- Montero-Melis, G., Jaeger, T. F., & Bylund, E. (2016). Thinking is modulated by recent linguistic experience: Second language priming. *Language Learning, 66,* 636-665.

WEEK 14 (4/11) / *Cognitive development and aging in bilinguals*
- A&H, Chapter 8 (only the *Cognitive Differences* section)
- A&H, Chapter 5
- Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition, 12,* 3-11.
- Bialystok, E. (in press). The signal and the noise: Finding the pattern in human behavior. *Linguistic Approaches to Bilingualism.*

- Calvo, A., & Bialystok, E. (2014). Independent effects of bilingualism and socioeconomic status on language ability and executive functioning. *Cognition, 130,* 278-288.
- Woumans, E., Santens, P., Sieben, A., Versijpt, J., Stevens, M., & Duyck, W. (2015). Bilingualism delays clinical manifestation of Alzheimer's disease. *Bilingualism: Language and Cognition, 18,* 568-574.

WEEK 13 (4/18) / *Bilingual Education*
- A&H, Chapter 14.
- Antón, E., Thierry, G., & Duñabeitia, J. A. (2015). Mixing languages during learning? Testing the one subject-one language rule. *PLoSOne, 10,* e0130069.
- Chin, A., Daysal, N. M., & Imberman, S. A. (2013). Impact of bilingual education programs on limited English proficient students and their peers: Regression discontinuity evidence from Texas. *Journal of Public Economics, 107,* 63-78.
- Hermanto, N., Moreno, S., & Bialystok, E. (2012). Linguistic and metalinguistic outcomes of intense immersion education: How bilingual? *International Journal of Bilingual Education and Bilingualism, 15,* 131-145.

WEEK 15 (4/25) / *Presentations 1*

WEEK 16 (5/2) / *Presentations 2*

EXAM WEEK (5/9) / *Submit your final paper.*

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

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