LING 4326: Bilingualism
Fall 2019

Instructor Information

Instructor(s):
Naoko Witzel

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Hammond Hall 127

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Office Hours:
Mondays 2:30-3:30pm or by appointment

Teaching Assistant Information

Instructor(s):
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By appointment.

Course Information

Section Information:
LING 4326 Section 001

Time and Place of Class Meetings:
Mondays and Wednesdays 1:00pm-2:20pm COBA 139

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 successful completion of 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 Canvas site for the class (login at https://uta.instructure.com/). You are responsible for checking this site regularly to access (among other things) updates, assignments, and grades.

Descriptions of major assignments and examinations:
Please upload all of your written assignments onto the course Canvas site by 12:30pm 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.

Course Engagement (10% of your overall grade): You will receive a grade for your attendance and in-class participation. In-class participation involves 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 letter grade.***

Readings (15% of your overall grade): 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 and in-class activities cannot be made up.

Debates (15% x 2 = 30% of your overall grade): During the semester, there will be two in-class debates. You will be randomly assigned to one of the 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 and which takes the CON. This information will be known only on the day of the debate; therefore, all teams must come prepared to defend both sides of the argument. 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 three factors: 1) peer evaluation, 2) the instructor's evaluation, and 3) pre-debate on-line activity.
> 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.
> 2) Instructor's evaluation: The instructor will also evaluate each student's debate performance (based on the scoring rubric).
> 3) 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.

Project (45% of your overall grade): 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.

<u>Assessment</u> (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) <u>Research question</u>: 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) <u>Presentation / Final synthesis paper</u>: (Presentation should be 8 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).

<u>Assessment</u>: (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?

Late Submission of Assignments:
If you need more time to complete an assignment, make sure to contact me *before it is due* to make the necessary arrangements. Late work is *not* accepted.

Grading Information

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 final 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)
    30%   Debates (15% x 2)
    45%   Research Project
        5%   Selecting a topic
        10%   Annotated bibliography
        5%   Forming a research question
        10%   Presentation
        15%   Final synthesis paper

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.

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:
9/23   Submit your research project topic
10/16   Submit your annotated bibliography
10/23   Debate 1
10/30   Submit your research question
11/20   Debate 2
12/2 or 12/4   Research project presentations
12/9   Submit your research project synthesis paper

Class #	Date	Topic	Reading Assignment and other deadlines
1	8/21	*Introduction to Bilingualism*	
2	8/26	*Issues in studying bilinguals*	G&L, Chapter 1
3	8/28	*Modularity*	Fromkin (1997)
4	9/2	*Labor Day*	***No class.***
5	9/4	*Speech Perception and Comprehension*	G&L, Chapter 2
6	9/9		Gonzalez & Lotto (2013)
7	9/11	*Visual Word Recognition*	G&L, Chapter 4 (all except 4.4), Chapter 8 (section 8.1)
8	9/16		Witzel (in press)

9	9/18	*Sentence-level Processing*	G&L, Chapter 4 (only 4.4)
10	9/23		Witzel et al. (2012) ***Submit your research project topic***
11	9/25	Debate Preparation Workshop	***Please bring your laptop computers.***
12	9/30	*Bilingual Brain*	G&L, Chapter 10 (all except 10.3)
13	10/2		Ng & Wicha (2013)
14	10/7	*Child Bilingual Acquisition*	G&L, Chapter 6 (up to section 6.5) G&L, Chapter 7 (section 7.2 onwards)
15	10/9		Hoff et al. (2012)
16	10/14	*Code-switching and Speech Production*	G&L, Chapter 3 G&L, Chapter 6 (section 6.5)
17	10/16		De Bruin et al. (2018) ***Submit your annotated bibliography***
18	10/21	Debate Preparation Workshop	***Please bring your laptop computers.***
19	10/23	**Debate 1: There is a unified language system for a bilingual's two languages.**	
20	10/28	*Bilingualism and Thought*	G&L, Chapter 8 (section 8.2)
21	10/30		Costa et al. (2014) ***Submit your research question***
22	11/4	*Cognitive Effects of Bilingualism*	G&L, Chapter 9 (all except 9.2)
23	11/6		Woumans et al. (2016).
24	11/11	*Bilingual Education*	G&L, Chapter 9 (section 9.2) Cummins (2009)
25	11/13		Antón et al. (2015)
26	11/18	Debate Preparation Workshop	***Please bring your laptop computers.***
27	11/20	**Debate 2: Everyone should receive bilingual education in the US. (Evidence should be drawn from what you have learnt over the whole semester.)**	
28	11/25	TBA	
29	11/27	Thanksgiving Holiday	***No class.***
30	12/2	**Presentations 1**	
31	12/4	**Presentations 2**	

- G&L: your textbook.
- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua, 100,* 3-27.

- Gonzales, K., & Lotto, A. J. (2013). A *bafri*, un *pafri*: Bilinguals' pseudoword identifications support language-specific phonetic systems. *Psychological Science, 24,* 2135-2142.
- Witzel, N. (in press). Can masked synonym priming replicate masked translation priming? *Quarterly Journal of Experimental Psychology*.
- 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., Senor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of Child Language, 39,* 1-27.
- De Bruin, A., Samuel, A. G., & Duñabeitia, J. A. (2018). Voluntary language switching: When and why do bilinguals switch between their languages. *Journal of Memory and Language, 103,* 28-43.
- Costa A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PLoS ONE, 9,* e94842.
- Woumans, E., Surmont, J., Struys, E., & Duyck, W. (2016). The longitudinal effect of bilingual immersion schooling on cognitive control and intelligence. *Language Learning, 66,* 76-91.
- 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.
- Antón, E., Thierry, G., & Duñabeitia, J. A. (2015). Mixed languages during learning? Testing with one suject-one language rule. *PLos ONE, 10,* e0130069.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:
- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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, 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 letter 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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. 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 by appointment, drop-in tutoring, mentoring (time management, study skills, etc.), major-based learning centers, counseling, and federally funded programs. For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at Resource Hotline (http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php).

IDEAS Center:
The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers **FREE** tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):
The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (http://library.uta.edu/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.

Librarian to Contact:
Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

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

Library Information

Research or General Library Help
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)