

CAS LX 545: Bilingualism

Spring 2016

TR 2–3:30, CAS 324

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| Instructor: | Charles Chang | Office Hours: | Mon 4–5 pm (in person), |
| Office: | 621 Comm Ave, Room 116 | | Wed 3–5 pm (in person), |
| Contact: | ✉ cc@bu.edu (preferred) | | Wed 5–6 pm (Blackboard), |
| | ☎ (617) 353-8718 | | or by appointment |

Course Website: <on Blackboard Learn>

Course Description: Although models of linguistic competence often assume a monolingual language user, most people around the world are not actually monolingual, but bi- or multilingual. What does it mean to be bilingual as opposed to monolingual? How does knowledge of two languages make bilinguals differ from monolinguals in terms of linguistic behavior? What are the consequences of bilingualism for an individual's linguistic and nonlinguistic cognitive abilities? And how do these facts accord with social attitudes toward bilingualism, as well as with public policy? Drawing upon data from diverse bilingual populations, this course will equip the student to begin to answer these questions through a survey of findings from the psycholinguistic and sociolinguistic literature on bilingualism. Issues to be examined include language comprehension and production; acquisition; the mental representation of dual language knowledge; effects of bilingualism on general cognition; and the social context of bilingualism, including the bilingual speech community, bilingual education, and popular views of bilingualism. The course will consider both the advantages and disadvantages of knowing more than one language, as well as the implications of bilingualism for shaping modern linguistic inquiry.

Learning Outcomes:

1. Students will be familiar with differences between monolingual and bilingual language users at both a psycholinguistic and a sociolinguistic level.
2. Students will be able to use and evaluate current theoretical models of bilingual representation and processing.
3. Students will have an understanding of bilingualism as an individual and societal phenomenon informed by the insights of linguistics, psychology, and cognitive neuroscience.

Prerequisites: CAS LX 250 Introduction to Linguistics or equivalent, or instructor approval.

Requirements: background reading, in-class exercises, homework assignments +
...midterm examination, final examination (undergraduates).
...term paper proposal, final term paper (graduates).

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| Grading: (undergraduate) | 40% | homework assignments | [best 4 scores of 5] |
| | 15% | midterm examination | |
| | 35% | final examination | |
| | 10% | participation | |
| Grading: (graduate) | 50% | homework assignments | |
| | 10% | paper proposal | |
| | 40% | final term paper | |

Grade components will be weighted according to the above percentages to calculate a final grade out of 100, which will correspond to a grade for the course as follows:

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| <i>Course Grade Scale</i> | ≥ 93.00 | = A | 78.00–79.99 | = C+ |
| | 90.00–92.99 | = A– | 73.00–77.99 | = C |
| | 88.00–89.99 | = B+ | 70.00–72.99 | = C– |
| | 83.00–87.99 | = B | 60.00–69.99 | = D |
| | 80.00–82.99 | = B– | < 60.00 | = F |

Required Textbook: Grosjean, François, and Ping Li. (2013). *The Psycholinguistics of Bilingualism*. [ISBN-10: 1444332791, ISBN-13: 978-1444332797]

N.B. We will cover nearly all of the material in this book, as well as additional material in other readings (including chapters from Suzanne Romaine’s 1995 book, *Bilingualism*).

Expectations for Students:

Background Reading: Classes will refer to concepts described in the reading, so it will be most helpful to you to complete the assigned reading *before* coming to class. Class is meant to supplement the reading, and assignments or exams may draw upon data or examples in the reading not explicitly discussed in class. Any required readings beyond the required textbook will be provided via the library’s electronic course reserves or the course website. Please see the Copyright Notice below regarding reading and other course materials.

Homework Assignments: Assignments will typically consist of a mix of data analysis and interpretation in light of theoretical principles discussed in class. They will require answers written in complete sentences; in writing up your responses, keep in mind that these are exercises in applying knowledge. Also, because possible responses to assigned questions may be discussed in class on the day that the homework is due, **homework must be submitted—typed, both in electronic copy (via Blackboard) and in hard copy (in class)—by the beginning of class (i.e., by 2:00, not 2:30), and late homework cannot be accepted.** For undergraduates, the lowest homework grade will be dropped.

Examinations (for undergraduate students): There will be two sit-down exams. The midterm exam will be given in the seventh week of classes during the regularly scheduled time for this course.

The final exam is scheduled for **Tuesday, May 3, 3–5 PM**, and it will be comprehensive. Make-up exams are given at the discretion of the instructor only in exceptional circumstances (e.g., medical emergency, religious obligation). In the case of a known conflict such as a religious holiday, please provide the instructor with written notice of the conflict well in advance.

Term Paper (for graduate students): Graduate students are expected to prepare a final term paper addressing a topic relevant to the course material. This project will be completed in two stages. An initial proposal of approximately 500 words (\approx 2 double-spaced pages) is due in the seventh week of classes (on **Thursday, March 3 by 5 PM**). The final paper (of approximately 5,000 words excluding references; i.e., 18–20 double-spaced pages) is due on **Thursday, May 5 by 5 PM**. Further details about formulating paper topics will be distributed at a later date, but they will most commonly fall into one of two families: (1) identifying an outstanding problem/question in the literature, which you would like to propose a study to address, or (2) reviewing the primary literature most recently published in a topic area covered in the course, with the goal of synthesizing what has been discussed in class with the cutting edge in this area.

Participation: Active and constructive participation in class is expected, and will be factored into course grades for undergraduates. Given that you cannot participate in class if you are absent, chronic absence from class will affect your final grade. If you find yourself suffering from illness, please (a) go to the doctor, and then (b) alert the instructor.

Copyright Notice: All class materials are copyrighted and may not be redistributed to third parties (not registered for the course) or reproduced for anything other than personal use without written permission from the instructor.

Academic Integrity and Support: You are responsible for understanding and complying with the BU Academic Conduct Code in this course (to review the Academic Conduct Code, please see <http://www.bu.edu/academics/policies/academic-conduct-code/>). Graduate students, take note of the GRS Academic Conduct Code: <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/academic-discipline-procedures/>. It is assumed, unless you indicate otherwise, that your work in this course is your own. **Work found to be the product of academic dishonesty can receive no credit, and such misconduct must be reported to the university.** If you are experiencing difficulties in keeping up with the academic demands of this course, please consider contacting your academic advisor (or CAS's Office of Academic Advising: 100 Bay State Rd., Room 401, casadv@bu.edu, 617-353-2400).

Collaboration Policy: Although you are welcome to brainstorm about the homework with your classmates in a study group, **your written work should be entirely your own**. That is to say, regardless of whether or not you participate in a study group, you are expected to **write up your responses separately (and to explicitly acknowledge any and all collaboration and/or sources consulted)**, in accordance with the Academic Conduct Code. This policy should be unambiguous, but just to prevent any misunderstanding, writing up your responses separately does not include:

1. writing up your responses during a study group meeting
2. writing up your responses after a study group meeting while talking back and forth remotely to one or more of your collaborators (over the phone, via text, via IM, etc.)

3. writing up your responses while consulting a collaborator's write-up "for reference"
4. effectively drafting a joint write-up during a study group meeting and then later individually "fleshing out" that joint write-up

Writing up your work separately does not mean using separate computers. It means putting your thoughts into words on your own—that is, without simultaneous discussion with your collaborators, without later discussion with your collaborators, without consultation of minutes taken during a study group meeting that are so detailed they basically constitute a joint write-up. In short, at the time you produce the written work you hand in, you should not be in the physical or virtual presence of any collaborators and should have nothing other than a computer, your homework sheet, and your textbook plus any class notes. Note that if you elect to collaborate on homework and do not feel confident that you can distinguish between jotting down a few notes and creating a joint write-up, you are advised to refrain from taking any written notes during a study group meeting and just pay close attention to your group's discussion. Any collaboration should help you to think, not to write. Please see the instructor if you have any questions.

Arrangements for Students with Disabilities: If you require course material in an alternative format or need special accommodations due to a disability, please contact the instructor and the Office of Disability Services (<http://www.bu.edu/disability/>) as soon as possible.

Communication: Announcements regarding class cancellation, room change, and other timely news will be communicated via Blackboard to the email address you are registered with (so make sure you are able to receive email messages from Blackboard!). In addition, you are very welcome to come with any questions to the instructor's office hours, including a weekly online "office" hour (in a chat room on Blackboard), and you may also make an appointment outside of these times if you cannot make it to office hours.

A Note on Technology: Students are encouraged to bring their personal computers or tablets to class, but are expected to use any technology respectfully—that is, *for the sole purpose of aiding in the learning of course material while not distracting fellow students*. Although it is tempting when you have a computer to multitask and, e.g., switch between Word, Facebook, and email, note that this is very likely to be detrimental not only to your own learning, but also to the learning of those around you (for more, see Sana et al., 2013, "Laptop multitasking hinders classroom learning for both users and nearby peers," *Computers & Education*, 62, 24–31; <http://dx.doi.org/10.1016/j.compedu.2012.10.003>). Consequently, the instructor reserves the right to ban the use of computers in class if they become a hindrance. You will never need your cell phone for note-taking, so please silence it and put it away during class.

Schedule (with Due Dates)

| DATES | TOPIC & READING | WORK DUE |
|-------------|---|--|
| 01/19–01/21 | Introduction to the study of bilingualism Reading: G&L, Chapter 1 | |
| 01/26–01/28 | Speech processing in bilinguals Reading: G&L, Chapter 2 | |
| 02/02–02/04 | Speech production in bilinguals Reading: G&L, Chapter 3 | Homework 1 due 02/04 |
| 02/09–02/11 | Reading and writing in bilinguals Reading: G&L, Chapters 4–5 | |
| 02/18 | Bilingual language acquisition Reading: G&L, Chapter 6 | Homework 2 due 02/18 |
| 02/23–02/25 | Bilingual language acquisition (cont.) Reading: G&L, Chapter 7 | |
| 03/01–03/03 | Synthesis + review Reading: — | MIDTERM EXAM on 03/03 PAPER PROPOSAL due 03/03 |
| 03/08–03/10 | SPRING RECESS | |
| 03/15–03/17 | The bilingual mental lexicon Reading: G&L, Chapter 8 | |
| 03/22–03/24 | Bilingualism and general cognition Reading: G&L, Chapter 9 | Homework 3 due 03/24 |
| 03/29–03/31 | The bilingual brain Reading: G&L, Chapter 10 | |
| 04/05–04/07 | The bilingual speech community Reading: Romaine, Chapter 2.1–2.4 | Homework 4 due 04/07 |
| 04/12–04/14 | The bilingual speech community (cont.) Reading: Romaine, Chapter 2.5–2.7 | |
| 04/19–04/21 | Bilingualism and education Reading: Romaine, Chapter 6 | Homework 5 due 04/21 |
| 04/26–04/28 | Attitudes about bilingualism Reading: Romaine, Chapter 7 | |
| 04/30–05/02 | STUDY PERIOD | |
| 05/03–05/07 | EXAM PERIOD | FINAL EXAM on 05/03 TERM PAPER due 05/05 (5 PM) |