Linguistics 321: Bilingualism  
Spring 2014  

Class time and place: Tuesday and Thursday, 11:00am-12:20pm, University 121

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Matt Goldrick</th>
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<tr>
<td>Office:</td>
<td>Room 105</td>
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<td>2016 Sheridan Rd.</td>
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<td>Phone:</td>
<td>847-491-8053</td>
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<tr>
<td>Office hours:</td>
<td>T 12:30-1:30pm</td>
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<td>and by appointment.</td>
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**COURSE DESCRIPTION**

We will examine the cognitive and linguistic aspects of bilingualism. We will address questions such as:

- How are two or more languages acquired, represented and processed in the mind/brain of an individual?
- What brain mechanisms are involved in bilingual language processing?
- How do bilinguals control two languages (i.e. activate the one while simultaneously suppressing the other) during online language production?
- What are the consequences of bilingualism for other aspects of cognition?

**PREREQUISITES:** At least one 200-level course in Linguistics or CogSci 210 or permission of the instructors.

Note: This course satisfies the WCAS Social & Behavioral Sciences Distro Area.

**COURSE GOALS**

Over the quarter, you will become familiar with the nature of language processing in bilinguals. You will become familiar with a variety of theoretical/methodological perspectives on bilingual processing: models of language structure, models of acquisition, and psycholinguistic models of adult processing. How do such theoretical frameworks explain language processing? Within these frameworks, how can we empirically investigate bilingual language processing?

**COURSE STRUCTURE**

We will work towards these goals by:

- Lectures and readings from primary sources.
  - Lectures will primarily be on Tuesdays; Thursdays will primarily be discussion-based.
- Written assignments assessing papers from the primary literature
- A final project, proposing a study to investigate a specific question in bilingualism
COURSE REQUIREMENTS AND GRADING

Participation 20%
Short written assignments (7 @ 5% each) 35%
Long written assignments (2 @ 10% each) 20%
Final project 25%

Progress report 5%
Final paper 20%

Participation.
• Assessed by attendance and participation in class discussion (whole class and/or small groups).

Short and long written assignments
• Due each Thursday at beginning of class
• Short assignments: Most weeks (7/9 weeks) you will provide a critical figure or quote along with a brief discussion (1 paragraph) of how this figure or quote reveals a central focus of the paper being discussed on Thursday.
• Long assignments: In the remaining two weeks, you will write a more extensive discussion (no more than 4 pages double spaced) of the critical points of the paper. Your discussion should:
  1. Identify the specific aim of the paper. What is the hypothesis being tested? What is the competing hypothesis? What are the predictions of these hypotheses?
  2. Briefly describe the experiment and results.
  3. Identify the conclusions and their interpretation with respect to the hypotheses.
  4. Provide a brief critical evaluation of the study. What new questions are raised by this study? How would you address these new questions? Do not simply summarize questions raised by the authors themselves without discussing how you would address these questions.
• Long and short assignments should not contain any direct quotes from the paper. You must discuss the ideas in your own words.
• The class will be split into 4 groups; long assignments will rotate through these groups.
  o Groups announced on blackboard after first day of class.

Final project
• More details later in quarter.
• Week 5: Email us a brief (1 paragraph) description of general area of bilingualism you are interested in.
• Week 6: assigned to groups based on interests (~4 students).
• Week 8: progress report (2-3 pages per group) articulating research question for proposed project, using a long assignment of a target article.
• Week 11: final paper due (1 paper per group, 7-10 pages double spaced)
**Tentative Course Schedule**

Updates, readings and assignments will be posted on Blackboard

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic Area</th>
<th>Topic</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>1</td>
<td>4/1</td>
<td>Language structure and bilingualism</td>
<td>Knowledge of multiple languages</td>
<td>Short written</td>
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<td></td>
<td>4/3</td>
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<tr>
<td>2</td>
<td>4/8</td>
<td></td>
<td>Models of L2 sound structure knowledge</td>
<td>Long written (group 1) Short written (groups 2,3,4)</td>
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<td>4/10</td>
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<tr>
<td>3</td>
<td>4/15</td>
<td>Language processing in bilingualism</td>
<td>Speech perception</td>
<td>Long written (group 2) Short written (groups 1,3,4)</td>
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<td>4/17</td>
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<tr>
<td>4</td>
<td>4/22</td>
<td></td>
<td>Speech production</td>
<td>Long written (group 3) Short written (groups 1,2,4)</td>
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<td>4/24</td>
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<td>5</td>
<td>4/29</td>
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<td>Code switching and language structure</td>
<td>Paragraph: Final project topic</td>
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<td>5/1</td>
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<td>Long written (group 4) Short written (groups 1,2,3)</td>
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<td>6</td>
<td>5/6</td>
<td>Language control in bilingualism</td>
<td>Mechanisms of language control</td>
<td>Long written (group 1) Short written (groups 2,3,4)</td>
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<td>5/8</td>
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<td>7</td>
<td>5/13</td>
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<td>Cognitive consequences of selection and switching</td>
<td>Long written (group 2) Short written (groups 1,3,4)</td>
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<td>5/15</td>
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<tr>
<td>8</td>
<td>5/20</td>
<td>Plasticity and second language learning</td>
<td>Training and second language acquisition</td>
<td>Progress report: Final project</td>
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<td>5/22</td>
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<td>Long written (group 3) Short written (groups 1,2,4)</td>
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<td>9</td>
<td>5/27</td>
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<td>Plasticity of the nervous system</td>
<td>Long written (group 4) Short written (groups 1,2,3)</td>
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<td>10</td>
<td>6/3</td>
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<td>Reading week</td>
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<td>11</td>
<td>6/9</td>
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<td>Finals week</td>
<td>Final papers due 5pm</td>
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Course Policies

1. **Keep up with the class.** The syllabus—topics, assignments, readings, etc.—may change. These changes will be announced in class and posted on Blackboard. It is your responsibility to keep up with these changes.

2. **You have to do your work on time.** Due dates are firm; attendance in class is not optional. If this is a problem, see #3. The highest possible letter grade for work handed in during the first 24 hours after class will be a C. We will give comments and suggestions on work turned in later than this, but you will receive no credit for the assignment.

3. **If you have a problem, give us sufficient time to help you!** If you’ve tried to do an assignment, but can’t seem to complete it, come to us well before it’s due. If you are unable to come to a class, try to let us know beforehand, or as soon as possible after class. Your reasons for class absences need to be verifiable.

4. **You may work together on assignments, but the finished product must be your own (unless otherwise noted).**

General Policies for Linguistics Courses

**Academic integrity**

As with all courses at Northwestern University, registration in this course requires adherence to the University's principles regarding academic integrity:

http://www.northwestern.edu/provost/students/integrity/principles.html

Suspected violations of academic integrity in this course will be immediately referred to the WCAS Assistant Dean for Advising and Academic Integrity. For details on procedures for handling suspected violations of academic integrity:

http://www.weinberg.northwestern.edu/advising/integrity/violations.html

**Notice to students with disabilities**

Any student with a documented disability requesting accommodations is required to speak directly to the Office of Services for Students with Disabilities (Evanston campus: 847-467-5530; Chicago campus: 312-503-4042) preferably within the first two weeks of class. All discussions will remain confidential. For more information:

http://www.northwestern.edu/disability/

**Research opportunities**

Students interested in linguistics are encouraged to participate in departmental research projects either through paid research positions or by registering for Independent Study (Ling 399) with individual faculty members. By giving students the opportunity to work closely with faculty and graduate students, research experiences enable students to see how knowledge is generated by the scientific community. Research experiences also enhance students' analytical skills and help students develop the technical skills required to become independent contributors to the academic community. It is envisioned that research experiences will give students a sense of the excitement of discovery and an appreciation for the creativity associated with scientific inquiry. Guidelines for independent study projects are given at:

http://www.linguistics.northwestern.edu/programs/independent.html.

For information on current research opportunities in linguistics, we recommend that you contact either the faculty in your area of interest or submit an inquiry online (NetID required):

http://www.linguistics.northwestern.edu/programs/research.html

For more research opportunities and current news on undergraduate research at Northwestern:

http://undergradresearch.northwestern.edu/

http://www.weinberg.northwestern.edu/advising/research/index.html

http://www.weinberg.northwestern.edu/advising/research/research/
Readings (tentative)


Background:


Week 4:


Week 5:


Week 6:


Week 7:


Week 8:


Week 9: