

## LING 521: Proseminar in the Language Science of Bilingualism

<b>Time:</b>	Friday 1-4 pm.	<b>Credits:</b>	3
<b>Location:</b>	171 Willard		
<b>Instructors:</b>	Paola Dussias Judith Kroll John Lipski Carol Miller	<b>Email:</b>	use ANGEL system
		<b>Course web page:</b>	use ANGEL system

### Course description

This course provides a tutorial introduction to the theory and methods of the major perspectives within language science that provide converging evidence on the representation and processing of two languages in bilinguals and second language learners. The disciplines to be covered include linguistics, psychology, cognitive neuroscience, and speech-language pathology. The course will be team taught by faculty with expertise in each of these disciplines. The topics to be covered include introductions to each of the component disciplines, an overview of current faculty research, and an introduction to the design and implementation of cross-disciplinary collaborative research that cuts across two or more areas. The seminar will also introduce students to translational research in order to foster the development of a cross-disciplinary science that is much broader and deeper than the traditional domains of basic and applied sciences. Where appropriate, the seminar will include selected hands-on laboratory demonstrations.

The goal of this course is to provide students entering the language sciences from different disciplines an appreciation of the range of theoretical and methodological approaches to the study of bilingualism. A specific aim of the course will be to demonstrate the way in which cross-disciplinary collaboration produces a more complete understanding of the way in which bilinguals represent and process their two languages. A critical goal will be to illustrate how such an approach can be achieved without losing the depth of scholarship typical within an individual discipline and how basic research can be translated to solve real world problems (e.g., literacy among non-native English speaking children or deaf adults). A further practical goal will be to demonstrate the way in which research on bilingualism can be conducted effectively in a geographically restricted location such as central Pennsylvania.

### Assignments and grades

10% Active class participation, preparation and attendance

75% Three writing assignments (25% each)

15% Student presentation

#### 1. Active class participation, preparation and attendance

Students will be expected to come to class prepared, to have done the reading, and to have questions and ideas that they are prepared to discuss. The number of papers assigned in a given week may vary depending on the length and difficulty of the material.

#### 2. Three writing assignments

Students will be required to complete three writing assignments during the course of the semester.

*Writing Assignment 1:* An exercise to stretch beyond home disciplines. The first writing assignment will consist of a critique (not more than 5 single-spaced pages) of a targeted article drawn from a discipline other than the one associated with the student's home department. For example, a student in psychology might write a

critique on a linguistics paper on language contact, an article on language disorders, or a neuroimaging report on brain scanning during language processing.

**Assignment 1 will be due on October 8**

*Writing Assignment 2:* An exercise to develop cross-disciplinary research ideas. The second writing assignment will consist of a short (no more than 5 single-spaced pages) research proposal in which the student will describe an outline for a research project that draws on two of the disciplines represented in the seminar.

**Assignment 2 will be due on November 12**

*Writing Assignment 3:* An exercise to translate basic research to practice. In the final writing assignment (no more than 5 single-spaced pages) the student will be asked to identify an area of research in which evidence from basic research might be translated into practice in either a clinical or educational setting. The paper will include a selective review of the relevant basic and applied literature and a justification for how the basic research will inform the proposed application.

**Assignment 3 will be due on December 13**

**3. In-class presentation**

Students will be required to give an in-class presentation of approximately 20 minutes in which they report the results of a research article on their own area of interest. The details of the presentation assignment will be discussed at the first class meeting.

There is no final exam in this course.

**Academic Integrity:**

"Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others." (University Faculty Senate Policy 49-20)

If you are not sure what constitutes academic dishonesty, ASK!! It is your responsibility to be familiar with the University's academic integrity policy and procedures, found in [www.psu.edu/dept/ufs/policies/47-00.html#49-20](http://www.psu.edu/dept/ufs/policies/47-00.html#49-20), and in <http://www.psu.edu/dept/oue/aappm/G-9.html>. Also read about the Academic Integrity Procedure, linked within the Senate Policy document.

**Note to students with disabilities:** Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights, and responsibilities, please visit the ODS website site at <http://www.equity.psu.edu/ods>. Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

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Tentative course schedule (subject to change)

Date	Topic	Speakers
8/27	Organizational	meeting
9/3	Speech-language pathology	Carol Miller, Elina Mainela-Arnold
9/10	Neuroscience	Maya Misra, Ping Li
9/17	Psychology/Psycholinguistics	Giuli Dussias, Carrie Jackson
9/24	Linguistics	Rena Torres-Cacoullos, Karen Miller
10/1	Roundtable and student presentations	
10/8	Gallaudet Collaboration	Jill Morford (Guest speaker, University of New Mexico), Judy Kroll
10/15	Exploiting complementary methods	Chip Gerfen, Maya Misra
10/22	Forging interdisciplinary collaboration	Carol Miller, Elina Mainela-Arnold, Dan Weiss
10/29	Diverse approaches to language contact & code-switching	John Lipski, Giuli Dussias
11/5	Roundtable and student presentations	
11/12	TBA	
11/19	TBA	
11/26	Thanksgiving break	
12/3	TBA	
12/10	Translational research	Brenda Rapp (Guest speaker, Johns Hopkins)

### Interdisciplinary Madness!

I work in _____ (Lab)	but get paid by _____ (Program)	My Advisor is in _____ (Department)
...but my <i>real</i> Advisor is in _____ (another Department)	Officially, I'm part of _____ (Research Center)	...even though my office is in _____ (Basement of another building)
Most of my classes are on _____ (Stuff I haven't seen since High School)	yet technically, my degree is in _____ (Major other than my undergrad's)	So basically, I belong _____ (Nowhere)

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