

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4800
Course Title Bilingualism: Life in Two Worlds
Transcript Abbreviation Life in Two Worlds
Course Description Exploration of multifaceted aspects of bilingual individuals: reasons to become bilingual, cognitive & social advantages of bilingualism, attitudes to people with accents, personality & bilingualism. No prior knowledge of linguistics is required.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Junior or senior standing or permission of instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Proposed course explores major linguistic and social issue. The majority of the world population is becoming increasingly bilingual, and bilingualism is viewed as the rule rather than the exception in the 21st century.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use different resources.
- Students understand the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural and economic resources.
- Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.
- Better understand the importance of learning foreign languages in the 21st century
- Develop more appreciation of the multilingual nature of society in the U.S. and elsewhere
- Better understand problems of immigrant communities in the U.S. and elsewhere
- Acquire and apply basic knowledge of how to design an empirical study
- Get basic experience in data collection and analysis
- Apply knowledge from this course to other domains

Content Topic List

- Why are people bilingual?
- Functions of languages in society
- Language mode and language choice
- Code-switching and borrowing
- Speaking and writing monolingually
- Problems of having a foreign accent in society
- Languages across the lifespan
- Attitudes and feelings about bilingualism
- Bilingualism and biculturalism
- Personality, thinking and dreaming, and emotions in bilinguals
- Bilingual writers

Attachments

- Slavic 4700.doc
(Syllabus. Owner: Collins, Daniel Enright)
- Slavic 4800 Bilingualism revised_SocialScienceGE.docx: Updated Syllabus
(Syllabus. Owner: Robinson, Stephen Spencer)
- Concurrence_Form_Slavic4800_Psychology rep.pdf: Psychology Concurrence
(Concurrence. Owner: Robinson, Stephen Spencer)
- Curriculum Maps Russian Major.docx: Curriculum Map
(Other Supporting Documentation. Owner: Robinson, Stephen Spencer)
- Slavic 4800 Assessment Plan.docx: Assessment Plan for GE
(GEC Course Assessment Plan. Owner: Robinson, Stephen Spencer)
- Slavic4800AssessmentPlanAppendixA.docx: Appendix A for Assessment Plan
(Other Supporting Documentation. Owner: Robinson, Stephen Spencer)
- Slavic4800AssessmentPlanAppendixB.docx: Appendix B for Assessment Plan
(Other Supporting Documentation. Owner: Robinson, Stephen Spencer)
- Slavic4800AssessmentPlanAppendixC.docx: Appendix C for Assessment Plan
(Other Supporting Documentation. Owner: Robinson, Stephen Spencer)
- Concurrence_Form_Slavic4800_Linguistics_speer.pdf: Linguistics Concurrence
(Concurrence. Owner: Robinson, Stephen Spencer)
- Concurrence_Form (EHE)[1].pdf: EHE Concurrence
(Concurrence. Owner: Peterson, Derek)

Comments

- Concurrence from Speech and Hearing Science was sought on June 13 and September 15. Since no reply was given, we assume concurrence. *(by Peterson, Derek on 10/29/2014 02:42 PM)*
- - First goal is cut off on form.
 - If this course can be used as an elective in this unit's major, please attach updated curriculum map.
 - Please obtain concurrences from (1) Linguistics, (2) Psychology, (3) Speech and Hearing Science, and (4) EHE-- Teaching and Learning.
 - The assessment plan provided is a course goals assessment plan rather than a GE assessment plan. I will provide instructions and a sample via separate e-mail. *(by Vankeerbergen, Bernadette Chantal on 06/10/2014 11:45 AM)*
- Please disregard the Slavic 4700.doc, which was a prior version of the syllabus. *(by Robinson, Stephen Spencer on 05/20/2014 12:16 PM)*
- 6/7/11: New GE courses must include rationale and assessment plan *(by Meyers, Catherine Anne on 06/07/2011 04:54 PM)*
- Course already proposed *(by Collins, Daniel Enright on 05/29/2011 12:12 PM)*

COURSE REQUEST
4800 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/30/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Collins,Daniel Enright	05/29/2011 06:32 PM	Submitted for Approval
Approved	Collins,Daniel Enright	05/29/2011 06:33 PM	Unit Approval
Approved	Williams,Valarie Lucille	06/07/2011 10:47 AM	College Approval
Revision Requested	Meyers,Catherine Anne	06/07/2011 04:54 PM	ASCCAO Approval
Submitted	Collins,Daniel Enright	08/29/2011 04:37 PM	Submitted for Approval
Approved	Collins,Daniel Enright	08/29/2011 04:37 PM	Unit Approval
Approved	Williams,Valarie Lucille	01/24/2012 10:38 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/24/2012 12:33 PM	ASCCAO Approval
Submitted	Robinson,Stephen Spencer	05/20/2014 12:16 PM	Submitted for Approval
Approved	Robinson,Stephen Spencer	05/20/2014 12:16 PM	Unit Approval
Approved	Heysel,Garett Robert	05/21/2014 02:51 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/10/2014 02:04 PM	ASCCAO Approval
Submitted	Peterson,Derek	10/29/2014 02:42 PM	Submitted for Approval
Approved	Peterson,Derek	10/29/2014 02:43 PM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2014 12:57 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/30/2014 12:57 PM	ASCCAO Approval

Bilingualism: Life in Two Worlds

Slavic 4800

Instructor: Professor Ludmila Isurin
363 Hagerty Hall,
Isurin.1@osu.edu

Course Information

Description: The majority of the world population is becoming increasingly bilingual and bilingualism is viewed as the rule rather than the exception in the 21st century. This course explores the multifaceted aspects of a bilingual individual, i.e., the reasons to become bilingual, cognitive and social advantages of bilingualism, attitudes to people with accents, personality and bilingualism, etc. Through the instructor's lectures, assigned readings, engaging discussions and a course project students will be exposed to numerous aspects of bilingualism, both at the individual and societal levels.

Prerequisites: The course is open to students with junior or senior standing. No prior knowledge of linguistics is assumed or required.

GEC Information: Social Science: Individuals and Groups

a) Social Sciences

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

- This course addresses the issues of bilingualism in its daily context. Students study bilingualism at two levels, i.e., individual and societal. Cognitive and behavioral aspects of bilingualism, such as bilingual thinking, bilingualism and creativity, bilingual cognitive advantages, bilingualism and emotional expression, bilingual life in two cultures, etc. introduce students to a complex picture of individual bilingualism. The discussion of interactions between a bilingual individual – often an immigrant – and the society, the societal attitudes towards accents and bilingualism, in general; bilingualism and identity, bilingual education and the question of English as the official language in the United States become another prism through which the course looks at the issue of bilingualism. The course introduces students to social science methods of data collection and students have an opportunity to conduct an empirical study addressing a particular research question within the realm of the field.

Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.

- Students explore psycho- and sociolinguistic theories as they are applied to the study of bilingualism. From the development of bilingualism across the lifetime, psycholinguistic aspects of bilingualism, i.e., language choice and language mode, code-switching, emotions, bilingual thinking and dreaming; bilingualism and its interconnection with culture and cognition, cognitive advantages and costs of bilingualism, to the socio-linguistic issues pertaining to bilingualism, such as bilingual education, societal attitudes to accents, negotiation of identity in multilingual contexts, the question of the official language in the US, the course touches on a variety of approaches/ theories to the study of bilingualism in the 21st century.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

- In this course, students get a better grasp of what an immigrant/ bilingual experience involves; how cultural experiences reflect in the linguistic behavior, and how society deals with the issue of bilingualism and biculturalism. The course promotes the idea of linguistic and cultural diversity, especially as it pertains to the United States of America.

3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

- The course provides an opportunity for students to get a first- hand experience in conducting a small-scale empirical study by doing interviews, surveys, or an experimental study. The designed study aims at exploring a particular research question and helps the student comprehend and assess the importance of bilingualism for the psychological health of the individual and the social progress of the society.

Course Website: An up-to-date course schedule, handouts, PowerPoint slides and other materials will be available from Carmen (after the class in which they are distributed).

Required Text:

Grosjean, Francois. 2010. *Bilingual: Life and Reality*. Cambridge, US: Harvard University Press

Selected readings posted on Carmen:

- Basnight-Brown, D. & Altarriba, J. 2007. Code-switching and code-mixing in bilinguals: Cognitive, developmental, and empirical approaches. In: A. Ardila & E. Ramos (Eds.). *Speech and Language Disorders in Bilinguals*, 69-89, Nova Science Publishers, Inc.
- Bassetti, B. 2007. Bilingualism and thought: Grammatical gender and concepts of objects in Italian-German bilingual children, *International Journal of Bilingualism* 11(3), 251-273.
- Bialystok, E., Craik, F., Freedman, M., 2007. Bilingualism as a protection against the onset of symptoms of dementia, *Neuropsychologia* 45, 459-464.
- Dewaele, JM. 2008. The emotional weight of *I love you* in multilinguals' languages. *Journal of Pragmatics* 40, 1753-1780.
- Kharkhurin, A. V. 2008. The effect of linguistic proficiency, age of second language acquisition, and length of exposure to a new cultural environment on bilinguals' divergent thinking. *Bilingualism: Language and Cognition*, 11(2), 225-243.
- Marian, V. & Kaushanskaya, M. 2004. Self-construal and emotion in bicultural bilinguals. *Journal of Memory and Language*, 51, 190-201.
- Marian, V., 2008. Bilingual research methods. In Altarriba, J. and Heredia, R., 2008. *An Introduction to Bilingualism: Principles and Processes*. Lawrence Erlbaum Associates, 13-39.

- Pavlenko, A. 2004 . The making of an American: Negotiation of Identities at the Turn of the Twentieth Century. In: A. Pavlenko & A. Blackledge (Eds.). *Negotiation of Identities in Multilingual Contexts*. Multilingual Matters Ltd, Clevedon, Buffalo, Toronto, Sydney, p.34-68
- Santiago-Rivera, A. et al., 2009. Therapists' view on working with bilingual Spanish-English speaking clients: A qualitative investigation. *Professional Psychology: Research and Practice* 41, 436-443.

Course Requirements

Attendance and Participation

Lectures and class discussions will cover material which is not necessarily in the readings and which you will be responsible for. It is therefore important that you attend every class, ask questions and participate in discussions.

Reading

There is a reading assignment for each class. You should do the readings *before* the date listed on the schedule – preferably more than once. While getting prepared for the class you are asked to read each chapter and prepare two challenging questions for the discussion. The questions should be typed or neatly written and submitted to the instructor *before* the class. You are supposed to ask the assigned moderators these questions. The moderators are expected to answer the questions and provide the ground for an engaging discussion of the class topic.

Moderating the discussion

You will be assigned to moderate the discussion of a particular topic. You are supposed to be well prepared for the class and expect challenging questions from your peers.

Paper

In this class, you will learn how to design and conduct a small-scale study, collect the data, analyze it and write a paper. The data can be collected through surveys, interviews or observations and target a research question that you formulate. The grade for the paper consists of three assignments, i.e., research proposal, data collection/analysis, and write-up of the findings. The length of the paper is 5 double spaced pages.

Final exam

The exam is cumulative and is based on all the knowledge and information acquired in this course.

The final grade will be calculated as following:

1	Questions for the readings (13 x 2)	26 %
2	Moderating the discussion	14%
3	Small-scale research paper	30%
	Research proposal	(25%)
	Data collection/ analysis	(40%)
	Writing	(35%)
4	Final exam	20%
5	Participation	10 %
	TOTAL	100%

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Grading Scale

Grading will be by the following criteria.

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
B- 80-82	C- 70-72	E 0-59	

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the quarter. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

Classroom Etiquette

It is important to respect not only the instructor, but also your fellow classmates. In this class we will be discussing political issues of relevance to the modern world. Since personal feelings can be very strong, this may lead to intense emotional responses during discussion. You are expected to respect your classmates' rights to their opinions and beliefs. This includes not interrupting people, dominating the floor, raising your voice, insulting, threatening, etc.

Course Schedule (subject to change)

Week	Day	Topic/ reading	Assignment
<p><i>The course starts with the overview of a debate on true and false beliefs about bilingualism, the history of attitudes to bilingualism in the US and the emerging bilingual norm in the world. We will discuss the criteria used to define bilinguals, i.e., fluency, exposure, dominance, and look at different approaches to the study of bilingualism. The class will introduce students to basic methods of research in the field.</i></p>			
1	1	Why are people bilingual?	
	2	Why are people bilingual? (Ch. 1, Ch.2; Marian, 2008)	Prepare questions
<p><i>This class looks at how bilinguals use different languages for different domains in their life and how well-learned behaviors develop in bilinguals. Students will learn about bilinguals' personal choice of language modes in their daily life as well as social factors involved in language choice.</i></p>			
2	1	The functions of languages, language mode and language choice	
	2	The functions of languages, language mode and language choice. Methods of research on bilingualism (Ch.3, 4)	Prepare questions
<p><i>Linguistic, socio-linguistic and psycholinguistic aspects of code-switching and the issue of defining code-switching and borrowings are discussed.</i></p>			
3	1	Code-switching and borrowing	
	2	Code-switching and borrowing (Ch.5; Basnight-Brown, D. & Altarriba, J.2007)	Prepare questions Choose a field of the study and discuss it with the instructor
<p><i>How do bilinguals exercise control in order to stay in the monolingual mode? Are both languages activated at all times? What are the cognitive costs of suppressing one of the languages while staying in the monolingual mode? The class will discuss psycholinguistic issues related to the above questions</i></p>			
4	1	Speaking and writing monolingually	
	2	Speaking and writing monolingually (Ch.6)	Prepare questions
<p><i>What is an accent? Does an accent always hinder the listener's comprehension or is it often perceived as an annoyance? What are the societal attitudes towards accents? Are some accents perceived as more "appealing" in the society? The class takes a psycholinguistic and a socio-linguistic stands on the subject of foreign accents</i></p>			
5	1	Having an accent in a language	
	2	Having an accent in a language (Ch.7)	Prepare questions Submit a research proposal
<p><i>In this class students look at the first and second language development across the lifespan and learn about language forgetting as well as cognitive benefits of bilingualism in aging.</i></p>			
6	1	Languages across the lifespan	
	2	Languages across the lifespan	Prepare questions

		(Ch.8; Bialystok, 2007)	
<i>This class looks at how bilinguals view advantages and disadvantages of bilingualism. Then we look at the monolingual's view on the same issues. This class looks at the importance of cultural exposure in life of the individual and discusses the issue of the bilingual's identity and the myth of bilingualism as a cause of the "split personality" This leads to a broader topic of bilingualism and immigration in the US.</i>			
7	1	Attitudes and feelings about bilingualism. Bilingual identity	
	2	Attitudes and feelings about bilingualism. Bilingual identity (Ch. 9; Pavlenko, 2004)	Prepare questions
<i>Bilingualism and biculturalism – are they interchangeable terms? Can bilinguals be monocultural? The class brings up an important question that has seen a resurgence of interest among scholars: What is the interconnection between language, culture, and cognition?</i>			
8	1	Bilinguals who are also biculturals. Language, culture and mind	
	2	Bilinguals who are also biculturals. Language, culture and mind (Ch.10; Bassetti, 2007; Marian & Kaushanskaya, 2004)	Prepare questions Submit data collection/analysis report
<i>Do people behave differently depending on what language they speak? What language do they think and dream? Why is it often easier to use emotion words in a non-native language? The class discusses the latest findings related to this topic.</i>			
9	1	Personality, thinking and dreaming, and emotions in bilinguals	
	2	Personality, thinking and dreaming, and emotions in bilinguals (Ch.11; Santiago-Rivera et al. 2009; Dewaele, 2008)	Prepare questions
<i>In this class students learn about those writers who became famous authors in their non-native languages, such as Vladimir Nabokov, Eva Hoffman, Joseph Conrad, Ayn Rand, etc. Students read and discuss a selected reading from contemporary immigrant writers living in the US.</i>			
10	1	Bilingual writers	
	2	Bilingual writers (Ch. 12)	Prepare questions
<i>This class discusses those professions and special cases where bilingualism is the norm, like second language teachers, translators and interpreters, secret agents, etc. It looks into the mechanisms involved in simultaneous interpreting. The class addresses the issue of creativity and bilingualism.</i>			
11	1	Special bilinguals. Creativity in bilinguals	
	2	Special bilinguals. Creativity in bilinguals (Ch.13; ; Kharkhurin, 2008)	Prepare questions
<i>The class discusses the major problems of raising bilingual children and will look at</i>			

<i>family strategies and effects of bilingualism on children.</i>			
12	1	Childhood Bilingualism	
	2	Childhood Bilingualism (Ch. 14, 15, 16)	Prepare questions
<i>The final topic of the course is bilingual education. The class discusses the state of bilingual education and the attitude to bilingual education in Europe and the US. It also addresses the controversial topic of the official language in the US.</i>			
13	1	Education and Bilingualism	
	2	Education and Bilingualism Official Language in the US (Ch. 18, 19)	
<i>In the last week of classes, students share their experience gained through the field work</i>			
14	1	Reports from the field	
	2	Summary of the course	Paper is due

SLAVIC 4800—Individuals and Groups Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.	Embedded questions on exams ¹ Analysis of semester-long paper ²	Opinion survey ³
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.	Embedded questions on exams ¹ Analysis of semester-long paper ²	Opinion survey ³
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.	Embedded questions on exams ¹ Analysis of semester-long paper ²	Opinion survey ³

¹ On the final exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided in the Appendix A of this document. *[Please provide such specific examples.]*

²In the semester-long paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the three GE

expected learning outcomes have been written into the rubric for the semester-long paper. See Appendix B of this document. *[Please provide such specific examples.]*

³ At the end of the semester, each student will be asked to fill out an opinion survey. The survey found in Appendix C contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course. *[Please provide such specific examples.]*

b) Explanation of level of student achievement expected:

In general, for exams, success means that students will answer 75% of the embedded GE questions correctly. For the semester-long paper, success will mean that at least 75% of the students will achieve level 2 or more (out of a possible 4) for all three GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the embedded exam questions and the semester-long paper to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the three GE Social Science-Individuals and Groups expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

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Assessment Plan: Appendix A

On the final exam, several questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes. Examples of *specific* embedded questions are provided below.

Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.

Examples:

1. Provide your argument for or against the following statement: Only the study of a big societal group can provide credible evidence related to any inquiry into bilingualism.
2. When conducting an empirical study on bilingualism what sociolinguistic and psycholinguistic factors/variables should a researcher be aware of?

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Examples:

1. According to the Linguistic Relativity Hypothesis, language, culture, and cognition are interconnected. Provide an example from recent studies discussed in class and explain why the hypothesis still remains controversial.
2. What role do native and foreign languages play in the emotional behavior of an individual?

Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Examples:

1. The US is a melting pot where immigration, multilingualism, and multiculturalism remain more a norm than an exception. How are societal and individual attitudes to foreign accents reflected in the idea of the “melting pot”?
3. Bilinguals in the US are often first/second generation immigrants. Explain how attitudes to foreign languages are often formed based on certain cultural/political/religious prejudices.

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Assessment Plan: Appendix B

In the semester-long paper, each student has the opportunity to demonstrate mastery of GE expected learning outcomes on a project of his or her own choosing. Elements that reprise the three GE expected learning outcomes have been written into the rubric for the semester-long paper. See Appendix B of this document.

Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.

(1) No	(2) Novice (Basic)	(3) Intermediate	(4) Advanced
Does not provide clear research question grounded in theory or valid methodology; does not express ideas clearly (No valid research question or methodology)	Describes arguments and organizes data but lacks supportive evidence and clear written expression (No adequate analysis of the data in the light of the research question)	Demonstrates an ability to develop arguments supported with evidence and clear written expression (Research question & Data analysis)	Articulates sophisticated arguments, analyzes interconnected evidence and develops clear discussion of ideas (Provides implications)

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of the way social inquiry into a small sample can extend to a bigger social and cultural context	Shows comprehension of concepts listed above and some application of ideas	Shows comprehension of concepts listed above, applies and analyzes ideas coherently	Shows comprehension of concepts listed above, applies and analyzes ideas coherently, extends findings beyond the sample, addresses social and cultural factors accounting for the registered individual's behavior

Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

(1) Novice (Basic)	(2) Intermediate	(3) Advanced
Shows little comprehension of the concepts listed above	Shows comprehension of concepts listed above and offers some examples found in the data	Shows comprehension of concepts listed above, applies and analyzes data coherently, extends the argument beyond the sample data, draws implications for society in general

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Assessment Plan: Appendix C

At the end of the semester, each student will be asked to fill out an opinion survey. The survey found here contains specific questions asking to what extent each student has achieved the three GE expected learning outcomes in this course. *[Please provide such specific examples.]*

Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.

Example:

On the scale of 1 to 5 (1-strongly agree; 2-agree; 3- somewhat agree; 4- disagree; 5- strongly disagree) rate the knowledge that you have acquired in this class:

1. I have learned how to apply sociolinguistic and psycholinguistic theories to the study of the bilingual behavior.
2. I have learned the basic approaches to designing an empirical study and conducting field work
3. I have learned the basic approaches to analyzing empirical data collected through field work

Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Example:

1. Has this class made you think more about the concept of culture and how it is intertwined with language and cognition? Explain in which respect it did or did not.
2. Has this class made you think more about bilingualism and its role for the individual and society? Explain in which respect it did or did not.

Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Example:

1. In this class, we talked about foreign accents. How did this class contribute to or change your understanding of this issue both from the point of view of bilingual individuals and their monolingual counterparts?
2. Did this class make you think more in depth or simply more about the importance of bilingualism both at the individual and societal levels? Please explain why it did or did not.