

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2022

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The course has been revised to fit into the Migration, Mobility, and Immobility GE Themes category.

### What is the rationale for the proposed change(s)?

The course has been revised to fit into the Migration, Mobility, and Immobility GE Themes category.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3800  
Course Title Bilingualism: Life in Two Worlds  
Transcript Abbreviation Life in Two Worlds  
Course 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 that more often than not happens to be an immigrant. Navigating multiple languages is examined as an aspect of migration, mobility, and immobility.  
*Previous Value* *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, 12 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, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	16.0400
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior</i>

## **Requirement/Elective Designation**

Migration, Mobility, and Immobility

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

*Previous Value*

*General Education course:*

*Individual and Groups; Social and Behavioral Sciences*

*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
- No

**Sought Concurrence**  
[Previous Value](#)

**Attachments**

- Slavic 3800-MMI Theme Course Submission Form[4].docx  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Slavic 3800\_for MMI GE Theme\_syllabus.docx  
*(Syllabus. Owner: Peterson, Derek)*

**Comments**

- Updated Student Life – Disability Statement added to syllabus. *(by Peterson, Derek on 11/14/2022 01:02 PM)*
- Please see Panel feedback email sent 11/14/2022. *(by Hilty, Michael on 11/14/2022 10:49 AM)*

**COURSE CHANGE REQUEST**  
3800 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/19/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	08/01/2022 12:31 PM	Submitted for Approval
Approved	Peterson, Derek	08/01/2022 12:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/13/2022 04:51 PM	College Approval
Revision Requested	Hilty, Michael	11/14/2022 10:49 AM	ASCCAO Approval
Submitted	Peterson, Derek	11/14/2022 01:01 PM	Submitted for Approval
Approved	Peterson, Derek	11/14/2022 01:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/19/2022 12:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/19/2022 12:45 PM	ASCCAO Approval

# Bilingualism: Life in Two Worlds

Slavic 3800

Syllabus

Spring 2018

**Instructor:** Prof. Ludmila Isurin

**Email:** isurin.1@osu.edu

**Office:** 363 Hagerty Hall

**Office Hours:** Thursday 10:00-11:00

**Class meeting time:** T/ R 11:10-12:30

**Class meeting location:** Enarson Classroom Bldg #214

## 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 21<sup>st</sup> century. This upper level course explores the multifaceted aspects of a bilingual individual that more often than not happens to be an immigrant. Navigating multiple languages is examined as an aspect of migration, mobility, and immobility, explaining the complex factors related to people's linguistic choices. The course investigates the reasons to become bilingual, cognitive and social consequences of bilingualism, attitudes to people with accents, the relationship between personality and bilingualism, bilingualism and identity, etc. Through the instructor's lectures, assigned readings, engaging discussions and a course project student will be exposed to numerous aspects of bilingualism, both at the individual and societal levels.

## Objectives and learning outcomes:

**This course fulfills the general requirements and expected learning outcomes for GE Themes.**

Themes: General		
Goals	Expected Learning Outcomes	In this course
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>	Successful students are able to...  1.1. Engage in critical and logical thinking about the topic or idea of the theme.	<i>1.1. In this course, students examine in greater factual detail key issues surrounding bilingualism as well as bilingualism and immigration. Students will read and discuss multiple scholarly interpretations of the phenomenon of bilingualism by psychologists, sociologists, and creative writers in order to gain a deeper understanding of this phenomenon.</i>
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	<i>1.2. In this course, students read cutting-edge scholarship from various disciplines (see the list of readings) and a memoir by a creative writer/ first generation immigrant (Eva Hoffman, <i>Lost in Translation</i>). They participate in regular in-class discussions, moderate those discussions and complete a small-scale research project on the selected topic in bilingualism and immigration.</i>  <i>Through their first-hand experience of designing a small-scale empirical study aimed at interviewing a first-generation immigrant with a set of questions targeting the research question formulated by the student, students are engaged in an advanced, in-depth exploration of the topic of bilingualism and immigration.</i>

<b>GOAL 2: GOAL:</b> <b>Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<i>2.1. In this course, students discuss and analyze diverse attitudes and beliefs related to bilingualism, conduct an in-person interview with the first generation immigrant to explore how immigration has shaped attitudes, beliefs, behaviors, and values of the individuals and study how the society at large perceives immigrants of specific backgrounds from the perspective of the interviewee.</i>
	2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<i>2.2. In this course, students gain a rigorous, critical, and self-aware engagement not only with the theoretical aspects of bilingualism but with their inquiry into everyday life of the society where numerous people they meet on a daily basis happen to be immigrants/ bilinguals. They reflect on the social mobility that often entails learning a new language of the host society, better understand how immigration and bilingualism may lead to the re-negotiation of identity, and assess how foreign accents are perceived both by the majority group and by immigrants themselves.</i>  <i>Each student will be responsible for preparing questions and serving as a moderator of a classroom discussion of a reading (see syllabus, page 4); in doing so they will develop a deeper engagement with the text. By designing and conducting a case study students will be able to connect the knowledge acquired in class with a real life experience of an immigrant interlocutor.</i>

**This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).**

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
<b>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</b>	<b>Successful students are able to...</b> 1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).	<b>In this course, students...</b> <i>1.1. In this course, students study the phenomenon of bilingualism that is tightly intertwined with the phenomenon of immigration. They study it from the perspective of reasons behind it (e.g., the political, economic, or cultural causes of immigration) as well as individuals' instrumental motivation to become bilingual both in the immigrant and non-immigrant context.</i>
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	<i>1.2. In this course, students explore multiple psychological and social consequences of bilingualism, such as identity re-negotiation, individual attitude to foreign accents, cognitive consequence of bilingualism (such as loss of the first language), societal attitudes to bilingualism and bilingual education, attitudes of immigrant families to raising children bilingually, etc.. Students also discuss the political aspects related to the societal attitude to bilingualism in the US as well as the debate</i>

		surrounding the official language in the US.
<b>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</b>	<b>2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	2.1. <i>In this course, students discuss and analyze diverse attitudes and beliefs related to bilingualism, conduct an in-person interview with the first generation immigrant to explore how immigration has shaped attitudes, beliefs, behaviors, and values of the individual and how the society at large perceives immigrants of specific backgrounds from the perspective of the interviewee.</i>
	<b>2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.	2.2 <i>In this course, students study bilingualism from different perspectives and learn about bilingualism through reading a textbook written by a leading scholar in the field, reading and discussing academic articles from various disciplines, reading and analyzing a memoir written by a first-generation Jewish immigrant, and gaining knowledge from the instructor's lectures.</i>

**All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department of History after that time. Enrolling officially and on time is solely the responsibility of the student.**

#### **Required Texts:**

Grosjean, Francois. 2010. *Bilingual: Life and Reality*. Cambridge, US: Harvard University Press  
Hoffman, Eva. 1989. *Lost in translation: A life in a new language*. New York: Penguin

#### **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.
- Broersma, M., Isurin, L., de Bot, & Butlena, S. (2009). Triggered code-switching: Evidence from Dutch-English and Russian-English data. In L. Isurin, D. Winford, & K. de Bot, (Eds.), *Multidisciplinary approaches to code switching* (pp. 103-129). Amsterdam: John Benjamins.
- Dewaele, JM. 2008. The emotional weight of *I love you* in multilinguals' languages. *Journal of Pragmatics* 40, 1753-1780.
- Dewaele, JM. 2016. Brussels-London. Crossing channels while juggling with social and cultural capital. In: A. Komisarof & Z. Hua. *Crossing boundaries and weaving intercultural work, life, and scholarship in globalizing universities*. Routledge, 133-147.
- Dewaele, JM. (2016). Thirty shades of offensiveness: L1 and LX English users' understanding, perception and self-reported use of negative emotion-laden words. *Journal of Pragmatics* 94, 112-127.
- Fledge, J., Munro, M., & MacKay, I. (1995). Factors affecting strength of perceived foreign accent in a second language. *Acoustical Society of America* 97(5), 3125-3134.
- Foulkes, D. et al. (1993). Linguistic phenomena and language selection in the

REM dreams of German-English bilinguals. *International Journal of Psychology* 28 (6), 871-891.

- 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.
- Isurin, L. (2000). "Deserted island" or a child's first language forgetting. *Bilingualism: Language and Cognition*, 3(2), 151-166.
- Isurin, L. (2015) "They call us names, they call us Russians!" Nationality and conceptual non-equivalence. *Slavic and East European Journal* 58 (4), 663-685.
- Lvovich, N. (2007). Losing gravity in Russia: A lingua-cultural journey. *Life Writing* 4(2), 289-296.
- Marian, V. & Kaushanskaya, M. 2004. Self-construal and emotion in bicultural bilinguals. *Journal of Memory and Language*, 51, 190-201.
- Pavlenko, A. (1998). Second language learning by adults: Testimonies of bilingual writers. *Issues in Applied Linguistics* 9(1), 3-19.
- 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. Note that attendance by itself is not sufficient. I expect you to actively engage with me, and with your classmates. You are allowed to miss not more than 1 class without an excuse (all other justified absences should be covered with a written note). You are responsible for all assignments that are given or due on the day when you missed the class. All other absences result in 0% as a participation grade.

### **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 moderator 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 (one reading from Carmen). You are supposed to be well prepared for the class and expect challenging questions from your peers. You can do a power point presentation or use handouts.

### **Paper**

In this class, you will learn how to design and conduct a small-scale study, collect the data, analyze it and write a 5-page research paper. For this assignment, we will simulate a real study involving a field work and data analysis. You will be asked to interview a first-generation immigrant by having developed your research question and set of interview questions targeting a specific issue of immigration/ bilingualism, conducting an interview (over the phone or in person), and having analyzed the data. This project will be due in two parts: The design part and the paper. You will be presenting both parts in class. The grade for this assignment will be broken into two parts too.

The length of the paper is 5 double spaced pages Times New Roman #12).

### **Research proposal**



You will be presenting the outline of your research study in class (the format of the presentation will be explained ahead of time and the guidelines will be posted on Carmen).

### **Presentation of the study results**

You will be presenting the outline of your research study in class (the format of the presentation will be explained ahead of time and the guidelines will be posted on Carmen).

### **Quizzes**

There are two quizzes that test your knowledge on the material discussed in classes. The second quiz is not cumulative. There is no final exam in this class.

### **The final grade will be calculated as following:**

<b>1</b>	<b>Questions for readings (13 x 1%)</b>	<b>13%</b>
<b>2</b>	<b>Moderating the discussion</b>	<b>15%</b>
<b>3</b>	<b>Small-scale research paper</b>	<b>25%</b>
<b>4</b>	<b>Research proposal (presented in class)</b>	<b>7%</b>
<b>5</b>	<b>Results of the study (presented in class)</b>	<b>10%</b>
<b>4</b>	<b>Quizzes (2x10%)</b>	<b>20%</b>
<b>5</b>	<b>Participation</b>	<b>10 %</b>
	<b>TOTAL</b>	<b>100%</b>

### **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	

### **Important Policies**

#### **Students with Disabilities**

**The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS**

**contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **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](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](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. Please turn off your cell phone when you enter the classroom. Under no circumstances should you be texting, playing games, surfing the web, or talking on the phone during class. To enforce this policy, **no cell phones or laptops are allowed during this class**. All class lectures will be posted on Carmen after the class, so you are expected to take brief notes, if any, using a notebook. **The only time when you are allowed to use your laptops** is during our discussions of readings posted on Carmen

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**Schedule** (subject to change) (I have highlighted all classes that directly deal with MMI topics; all other classes provide necessary background information or explore other aspects of bilingualism.)

CA: readings on Carmen, Ch. # - chapters from our main text; LI – *Lost in Translation*

Date	Topics	Readings	Assignments
<b>WEEK 1</b>			
<i>The course starts with the overview of a debate on true and false beliefs about bilingualism, the history of attitudes to bilingualism/ immigration in the US and the emerging bilingual norm in today's global 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 in relation to immigration and integration.</i>			

1	Getting started Myths about bilingualism	Syllabus	
2	Why are people bilingual? Immigration and bilingualism	Ch. 1; Ch.2	Prepare questions
<b>WEEK 2</b>			
<i>These classes look at how bilingual migrants 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>			
1	The functions of languages Language and identity in adult immigrants	Ch.3 Isurin (2007)	Prepare questions
2	Language mode and language choice. Negotiation of identity in young immigrants	Ch.4 Hoffman: Ch. 1, <i>Paradise</i>	Prepare questions
<b>WEEK 3</b>			
<i>Linguistic, socio-linguistic and psycholinguistic aspects of code-switching as well as methods of empirical research in the field of bilingualism and immigration are discussed.</i>			
1	Methods of empirical research on bilingualism and immigration	Instructor's lecture	Prepare questions
2	Code-switching: What are the linguistic, social and psychological factors leading to code-switching in bilinguals/ immigrants?	Ch.5 CA: Basnight-Brown, D. & Altarriba, J.2007	Prepare questions
<b>WEEK 4</b>			
<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 as well as individual's perception of speaking two languages in their sense of belonging after immigration. (LI)</i>			
1	Speaking and writing bilingually Sense of belonging in immigrants	Ch.6, Lvovich (2007) Instructor's lecture	Prepare questions
	Language, culture, and sense of belonging in a foreign country	Hoffman: Ch. 2, <i>Exile</i>	
2	<b>Students present their research proposals</b>		
<b>WEEK 5</b>			
<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 psycholinguistic and socio-linguistic approaches to the subject of foreign accents</i>			

1	Having an accent in a language	Instructor's lecture Ch. 7 CA: Fledge et al., 1995	Prepare questions
2	Having an accent in a language: Identifying and stereotyping accents Attitudes to foreign accents	Instructor's lecture Hoffman: Ch. 3, <i>New World</i>	Prepare questions
<b>WEEK 6</b>			
<i>This week students look at the first and second language development across the lifespan of the immigrant and learn about negative aspects of bilingualism (first language forgetting) as well as cognitive benefits of bilingualism in aging.</i>			
1	Languages across the lifespan	Ch. 8 CA: Isurin, 2000	Prepare questions
2	First language loss in migrant adults and in international adoptees	Instructor's lecture	
<b>WEEK 7</b>			
<i>This week looks at how bilinguals view advantages and disadvantages of bilingualism in the context of immigration and integration. 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>			
1	Language loss Attitudes and feelings about bilingualism.	Instructor's lecture Ch. 9	Prepare questions
2	Attitudes and feelings about bilingualism. Bilingual identity	CA: Isurin_identity, 2015 CA: Dewaele, 2016	Prepare questions (for both)
<b>WEEK 8</b>			
<i>Bilingualism and biculturalism – are they interchangeable terms? Can bilinguals be monocultural? The classes bring up an important question that has seen a resurgence of interest among scholars: What is the interconnection between language, culture, and cognition from the bilingual/ immigrant prism?</i>			
1	Bilinguals who are also biculturals. Language, culture and the mind	Instructor's lecture Ch. 10	Quiz#1
2	Bilinguals who are also biculturals. Language, culture and the mind	CA: Bassetti, 2007	Prepare questions
<b>WEEK 9</b>			
<i>Do people behave differently depending on what language they speak? What language do they think and dream in? Why is it often easier to use emotion words in a non-native language? The classes discuss the latest findings related to this topic.</i>			
1	Personality, thinking and dreaming, and emotions in bilinguals	Instructor's lecture CA: Foulkes et al., 1993 CA: Marian & Kaushanskaya, 2004	Prepare questions (for both)
2	Personality, thinking and dreaming, and emotions in bilinguals	Ch.11 Dewaele, 2016_ Thirty shades	Prepare questions (for both)
<b>WEEK 10 (spring break or fall break +holidays in autumn)</b>			
<b>WEEK 11</b>			
<i>This week students learn about those immigrant writers who became famous immigrant authors in their non-native languages, such as Vladimir Nabokov, Eva Hoffman, Joseph Conrad, Ayn Rand, etc.</i>			

1	Personality, thinking, and emotions in bilinguals: 1. Linguistic behavior of immigrants in therapy sessions 2. Why is it easier to say “I love you” in a foreign language?	CA: Santiago-Rivera et al. 2009; CA: Dewaele, 2008	Prepare questions (for both readings)
2	Bilingual writers	Ch. 12 Pavlenko (1998)	
<b>WEEK 12</b>			
<i>These classes discuss cognitive benefits of bilingualism as well as look into the ongoing debate involving the alleged publication bias in reporting bilingual advantage</i>			
1	Special bilinguals. Creativity in bilinguals	Ch.13	
2	Creativity in bilinguals Cognitive advantages or publication bias	Kharkhurin, 2008 Instructor’s lecture	Prepare questions
<b>WEEK 13</b>			
<i>The class discusses the major problems of raising bilingual children in immigrant families and will look at family strategies and effects of bilingualism on children.</i>			
1	Childhood Bilingualism	Ch. 14, 15	
2	Childhood Bilingualism	Ch. 16, 17	
<b>WEEK 14</b>			
<i>This week students share their experience gained through field work by presenting the results of their research</i>			
1	<b>Students present the results of their studies</b>		
2	<b>Students present the results of their studies</b>		
<b>WEEK 15</b>			
<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>			
1	Bilingual education and Bilingualism Official Language in the US	Ch. 18 Ch. 19	Quiz#2
2	Summary of the course		Final paper due

# GE Theme course submission documents

## Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

## Goals and ELOs shared by *a//*Themes

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	1.1. <i>In this course, students examine in greater factual detail key issues surrounding bilingualism as well as bilingualism and immigration. Students will read and discuss multiple scholarly interpretations of the phenomenon of bilingualism by psychologists, sociologists, and creative writers in order to gain a deeper understanding of this phenomenon.</i>
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	<p><i>This course will build skills needed to engage in critical and logical thinking about bilingualism and immigration through:</i></p> <ul style="list-style-type: none"> <li>• <i>Engagement in class-based discussion on bilingualism/immigration-related topics (weekly assignments)</i></li> <li>• <i>Leading a discussion of the assigned readings and/ or preparing questions for the peer moderator (students choose a topic/ reading in week 1)</i></li> <li>• <i>Completion of a research proposal that builds skills in designing an empirical study on bilingualism and immigration (Research proposal presentation, week 4). The research project is a case study based on an interview with a first-generation immigrant with questions targeting the research question set by the study</i></li> <li>• <i>Completion of data analysis that develops analytical skills</i></li> <li>• <i>Writing a 5-page research paper (due in week 15)</i></li> <li>• <i>Completion of 2 quizzes in which students demonstrate comprehension of the course readings and materials (week 8 &amp; 15).</i></li> </ul>
<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</b></p>	<p><i>1.2. In this course, students read cutting-edge scholarship from various disciplines (see the list of readings) and a memoir by a creative writer/ first generation immigrant ( Eva Hoffman, Lost in Translation). They participate in regular in-class discussions, moderate those discussions and complete a small-scale research project on the selected topic in bilingualism/ immigration. Through their first-hand experience of designing a small-scale empirical study aimed at interviewing a first-generation immigrant with a set of questions targeting the research question formulated by the student, students are engaged in an advanced, in-depth exploration of the topic of bilingualism and immigration.</i></p> <ul style="list-style-type: none"> <li>• <i>The textbook for the course (Bilingual: Life and Reality) provides a very engaging academic background for understanding of more rigorous academic publications selected for home readings and class discussions</i></li> <li>• <i>The memoir “Lost in Translation” offers students a very intimate insight into the life of a young Polish-Jewish immigrant to America (weeks 2, 4, and 5).</i></li> <li>• <i>The themes of language, identity and belonging will be discussed through the combination of instructor’s lectures, academic articles, and the memoir (e.g., weeks 2, 4, and 5).</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Individual small-scale empirical studies conducted by students will enrich their understanding of the topic of immigration and language as well as provide experience of conducting empirical research</i></li> </ul>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>2.1. <i>In this course, students engage in the exploration of the selected topics in the field of bilingualism through a variety of approaches to the topic of bilingualism and immigration (i.e., scholarly publications by psycholinguists, psychologists, sociolinguist, sociologists, and creative writers) and a combination of</i></p> <ul style="list-style-type: none"> <li>• <i>Instructor’s lectures</i></li> <li>• <i>Readings (class discussions, preparation of questions, and moderation of those discussions). Students do weekly discussions and are given flexibility in their topic choices for moderating a particular reading discussion in order to allow them to take some control over their education.</i></li> <li>• <i>Presentations of research proposals based on an interview with a first-generation immigrant (week 4)</i></li> <li>• <i>Data analysis based on their interview to learn and describe an issue, formulate research questions, find evidence, and synthesize views or experiences orally and in writing.</i></li> <li>• <i>Presentations of study results (week 14)</i></li> <li>• <i>Writing a 5-page research paper based on individual case studies</i></li> <li>• <i>Quizzes that test their knowledge accumulated over the course (weeks 8 and 15)</i></li> </ul>
<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p>2.2. <i>In this course, students gain a rigorous, critical, and self-aware engagement not only with the theoretical aspects of bilingualism but with their inquiry into everyday life of the society where numerous people they meet on a daily basis happen to be immigrants/ bilinguals. They reflect on the social mobility that often entails learning a new language of the host society, better understand of how immigration and bilingualism may lead to the re-negotiation of identity, and assess how foreign accents are perceived both by the majority group and by immigrants themselves and how immigrants often are stereotyped by the host society.</i></p> <p><i>Each student will be responsible for preparing questions and serving as a moderator of a classroom discussion of a reading (see syllabus, page 4); in doing so they will develop a deeper engagement with the text.</i></p>



	<i>By designing and conducting a case study (see syllabus, pp. 4-5) students will be able to connect the knowledge acquired in class with a real life experience of an immigrant interlocutor.</i>
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## Goals and ELOs of “Migration, Mobility, and Immobility”

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs.

<b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	<p><i>1.1. In this course, students study the phenomenon of bilingualism that is tightly intertwined with the phenomenon of immigration. They study it from the perspective of reasons behind bilingualism (e.g., the political, economic, or cultural causes of immigration) as well as individuals’ instrumental motivation to become a bilingual in the immigrant context.</i></p> <ul style="list-style-type: none"><li><i>• The course starts with the overview of a debate on true and false beliefs about bilingualism as well as societal attitudes to bilingualism and immigration in the US and the emerging bilingual norm in the world (week 1).</i></li><li><i>• Then it proceeds to the discussion of psychological and socio-cultural aspects of identity negotiation in immigrants and immigrants’ self-perception through the prism of languages that they choose to speak (week 2 &amp; 7).</i></li><li><i>• In week 4, students learn about different social, economic, and political factors that impact the sense of belonging in immigrants</i></li></ul>
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	<ul style="list-style-type: none"> <li>• <i>Students learn about linguistic, social, psychological and emotional factors leading to code-switching among bilingual immigrants in the host country (week 3 &amp; 11)</i></li> <li>• <i>Students learn about the societal attitudes to foreign accents (week 5)</i></li> <li>• <i>Students learn about advantages and disadvantages of bilingualism (week 7)</i></li> <li>• <i>Students learn about immigrant authors and their choices of writing in one or another language (week 11)</i></li> </ul>
<p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>1.2. <i>In this course, students, explore multiple psychological and social consequences of bilingualism in immigrants, such as</i></p> <ul style="list-style-type: none"> <li>• <i>identity re-negotiation (week 2 &amp; 7);</i></li> <li>• <i>individual attitude to foreign accents (week 5),</i></li> <li>• <i>cognitive consequence of bilingualism, such as loss of the first language (week 6),</i></li> <li>• <i>societal attitudes to bilingualism and bilingual education (week 15),</i></li> <li>• <i>attitudes of immigrant families to raising children bilingually (week 13), etc.</i></li> </ul> <p><i>Students also discuss the political aspects related to the societal attitude to bilingualism in the US as well as the debate surrounding the official language in the US (week 15).</i></p>
<p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. <i>In this course, students discuss and analyze diverse attitudes and beliefs related to bilingualism (e.g. week 1, myths; week 2, language and identity; week 3, language and senses of belonging; week 5, stereotyping). They conduct an in-person interview with a first-generation immigrant (project proposal due week 4; final results presented week 15) to explore how immigration has shaped attitudes, beliefs, behaviors, and values of the individuals and how the society at large perceives immigrants of specific backgrounds from the perspective of the interviewee.</i></p> <p><i>Students also read and discuss a memoir by Eva Hoffman, “Lost in Translation” (weeks 2, 4, and 5) that gives a profound insight into the individual’s</i></p>

	<p><i>adaptation in immigration, sense of belonging, identity negotiation, and the intricate connection between the language and self-perception.</i></p>
<p><b>ELO 2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p><i>2.2 In this course, students study bilingualism from different perspectives and learn about the intersection between bilingualism and immigration through</i></p> <ul style="list-style-type: none"> <li>• <i>Reading a textbook written by a leading scholar in the field (Francois Grosjean, 2010, Bilingual: Life and Reality). The textbook provides a very engaging and critical overview of how bilingualism shapes an individual and what effects, both individual and social, bilingualism entails.</i></li> <li>• <i>Students read and discuss academic articles that address cognitive (e.g., creativity and bilingualism, week 12), psychological (e.g., language choice in therapy sessions among Latino immigrants, week 11 or language and identity, week 7), emotional (e.g., choice of language in emotionally charged moments of the individual's life, weeks 9 and 11) aspects of bilingualism and immigration.</i></li> <li>• <i>Students read and discuss a memoir written by a first- generation Jewish immigrant in America (Eva Hoffman, 1989. Lost in Translation) that provides a very insightful perspective on cultural adaptation, identity negotiation, and the role of language in shaping the immigrant's perception of self and a host country</i></li> <li>• <i>Instructor's lectures based on extensive knowledge of the field and research on immigration, language, and identity bring in yet another perspective on multiple issues in the field of bilingualism and immigration (e.g., a current debate that raised a question of a publication bias in presenting cognitive advantages of bilingualism, week 12, or language loss in international adoptees, week 6).</i></li> </ul>