

Cover Sheet: Request 15455

SPN 4XXX – Bilingual Language and Thought

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Gillian Lord-Ward glord@ufl.edu
Created	11/11/2020 6:30:43 PM
Updated	1/27/2021 7:14:19 AM
Description of request	creation of new undergraduate course in Spanish

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward	part of updating curriculum - requesting new course number for courses that have been offered as rotating topics	11/11/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following needed: <ul style="list-style-type: none"> Remove Week 16 (remove Spring Break and renumber). Include Grading Scale. Transcript Title suggestion: Bilingual Lang and Thought Remove/rewrite "understand" from Course Objectives. Remove "Read and" from "Read and analyze critical research..." Must allow more than 2 excused absences. Likely want to specify 2 unexcused absences. Course Description: remove comma in last sentence. 	1/26/2021
No document changes					
Department	Approved	CLAS - Spanish and Portuguese - PORTUG/SPA 16880500/168803	Gillian Lord-Ward	Changes made	1/26/2021
Biling_LangThought_for_coursenumber.docx					1/26/2021
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/27/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/27/2021

Step	Status	Group	User	Comment	Updated
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15455

Info

Request: SPN 4XXX – Bilingual Language and Thought

Description of request: creation of new undergraduate course in Spanish

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 1/26/2021 5:28:09 PM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

SPN

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

xxx

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:

Bilingual Language and Thought

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Bilingual Lang & Thought

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Evaluates the interaction between linguistic and cognitive processes in bilinguals. Examines the primary psycholinguistic themes and the notion of embodied cognition through the perception of sound, space, time, and color. Explores how sensory perception is affected by language and the effect that bilingualism has on these processes.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

SPN3700

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

We are in the process of updating our curriculum by requesting permanent numbers for courses we have offered as rotating topics. This course has been offered a number of times and is always very popular. Course is taught in Spanish and focuses on the topics described particularly as they relate to Spanish-speaking bilinguals.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Explore the role of bilingualism in cognition

Critically analyze scholarly research on bilingualism

Apply concepts learned to linguistic issues affecting the bilingual brain

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

Readings consist of overview chapters and scientific journal articles, and are provided on Canvas. Readings vary by semester, but below are examples from the last offering of the course..

Ackerman, L. Syntactic and cognitive issues in investigating gendered coreference. *Glossa*, 4, 117. doi:

10.5334/gjgl.721

Ameel, E., Malt, B., Storms, G., & Van Assche, F. (2009). Semantic convergence in the bilingual lexicon. *Journal of Memory and Language*, 58, 262-285.

Bialystok, E., Craik, F., Green, D., & Gollan, T. (2009). Bilingual minds. *Psychological Science*, 10(3), 89-129.

Boroditsky, L. (2001). Does language shape thought? Mandarin and English speakers' conceptions of time. *Cognitive Psychology*, 43, 1-22.

Boutonnet, B., Athanasopoulos, P., & Thierry, G. (2012). Unconscious effects of grammatical gender during object categorisation. *Brain Research*, 1479, 72-79.

Butterworth et al. (2008). Numerical thought with and without words: Evidence from indigenous Australian children. *Proceedings of the National Academies of Science*, 105, 13179-13184.

Cowles, H. W. (2011). *Psycholinguistics 101*. New York: Springer.

Emmorey, K., Borinstein, H., Thompson, R., & Gollan, T. (2008). Bimodal bilingualism. *Bilingualism: Language and Cognition*, 11, 43-61.

Garman, M. (1995). *Psicolingüística* (S. Iglesias Recuerdo, Trans.). Madrid: Visor Libros. (Original work

published 1990)

- Gentner, D., Goldin-Meadow, S. (Eds.) (2003). *Language in Mind*. Cambridge, MA: MIT Press.
- Gunderson, E., Spaepen, E., Gibson, D., Goldin-Meadow, S., & Levine, S. (2015). Gesture as a window onto children's number knowledge. *Cognition*, 144, 14-28.
- Kita, S., & Ozyurek, A. (2003). What does cross-linguistic variation in semantic coordination of speech and gesture reveal? *Journal of Memory and Language*, 48(1), 16-32.
- Kovacs, A., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556-6560.
- Núñez, R., & Sweetser, E. (2006). With the future behind them: Convergent evidence from Aymara language and gesture in the crosslinguistic comparison of spatial construals of time. *Cognitive Science*, 30, 401-450.
- Ozcaliskan, S., Lucero, C., & Goldin-Meadow, S. (2016). Does language shape silent gesture? *Cognition*, 2016, 148, 10-18, doi: 10.1016/j.cognition.2015.12.001.
- Pallier et al. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, 13, 155-161
- Pica, P. et al. (2005). Exact and approximate arithmetic in an Amazonian Indigene group. *Science*, 306, 499-503.
- Pinker, S. (1994). *The Language Instinct*. New York: Harper.
- Purugganan, M., & Hewitt, J. (2004). How to read a scientific article [course document]. Retrieved from <https://www.owl.net.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf>
- Pyers, J. E., & Emmorey, K. (2008). The face of bimodal bilingualism: Grammatical markers in American Sign Language are produced when bilinguals speak to English monolinguals. *Psychological Science*, 19, 531-535. doi: 10.1111/j.1467-9280.2008.02119.x
- Regier, T., & Kay, P. (2009). Language, thought, and color: Whorf was half right. *Trends in Cognitive Science*. doi: 10.1016/j.tics.2009.07.001
- Roberson, D., Davies, I. & Davidoff, J. (2000) Color categories are not?universal: Replications and new evidence from a Stone Age culture. *Journal of Experimental Psychology: General*, 129 (3), 369-398.
- Schweizer, T., Ware, J., Fischer, C., Craik, F., & Bialystok, E. (2012). Bilingualism as a contributor to cognitive reserve. *Cortex*, 48(8), 991-996.
- Senghas, A., Kita, S., Ozyurek, A. (2004). Children creating core properties of language: Evidence from an emerging sign language in Nicaragua, *Science*, 305, 1779-1782.
- Slobin (1996). From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70-96). Cambridge University Press.
- Snedeker, J., Geren, J., & Shafto, C. Starting over: International adoption as a natural experiment in language development. *Psychological Science*, 18(1), 79-87.
- Sundara, M., Polka, L., & Molnar. (2008). Development of coronal stop perception: Bilingual infants keep pace with their monolingual peers. *Cognition*, 108, 232-242
- TEDx Talks. [Susan Goldin-Meadow]. (2013, May 11). TEDxUChicago 2011 – Susan Goldin-Meadow – What our hands can tell us about our minds [Video file]. Retrieved from <https://www.youtube.com/watch?v=tPPaJrhluS4>
- Thierry, G. et al. (2009). Unconscious effects of language-specific terminology on preattentive color perception. *Proceedings of the National Academy of Sciences*, 106, 4567-4570.
- Werker, J., & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in production and comprehension. *Trends in Cognitive Sciences*, 12, 144- 151.
- Zinszer, B. D., Malt, B., Ameel, E., Li, P. (2014). Native-likeness in second language lexical categorization reflects individual language history and linguistic community norms. *Frontiers in Psychology*, 5, 1-16. doi:10.3389/fpsyg.2014.01203

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1:

Introduction to Syllabus.
Introduction to Course.
What is psycholinguistics?

Week 2

Biological Basis of Language
Biological Mechanisms
Early language experience

Week 3

Comparative Communicative Systems
Language discrimination and language evolution between humans and Simians

Week 4:

Speech perception
Biophysics of speech perception
Bilingual speech perception

Week 5:

Linguistic Relativity
Linguistic Relativity and the Sapir-Whorf hypothesis
Thinking for Speaking Hypothesis

Week 6:

Lexical and Event Categorization
Semantic convergence in bilinguals
Exam 1

Week 7:

Spatial categorization
Spatial language terms
Motion Verbs

Week 8:

Co-speech gestures
Language Typology and Co-speech gestures

Week 9:

Numerical Congition
Does language shape numerical cognition?

Week 10:

Time perception
Does language affect time perception?

Week 11:

Perception of color
Language effects on color perception

Week 12:

Biological, Social, and Grammatical Gender
Language constraints on gender perception
Exam 2

B

Week 13:

Sign Language and Bimodal Bilingualism
Bimodal bilingualism and CODAs

Language creation and cross-modal interactions

Week 14:

Cognitive effects of bilingualism
The Bilingual Advantage Hypothesis
Effects across the lifespan

Week 15:

Group Presentations

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93 C(S) = 76-73

A- = 92-90 C-(U) = 72-70

B+ = 89-87 D+ = 69-67

B = 86-83 D = 66-63

B- = 82-80 D- = 62-60

C+ = 79-77 E = 59-0

(NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.)

- Attendance and Participation = 8%

Throughout the semester there will be a variety of in-class activities and assignments. These assignments will sometimes be collected in class for an attendance and participation grade. Because we recognize that students may miss class due to illness, job interviews, funerals, etc., students may have two unexcused absences (e.g., without documentation) during the semester with no penalty to their grade. Additional absences will affect your attendance and participation grade. Please note that showing up to class is not enough to receive an A for participation. We will be looking for active participation in class (i.e. participation in questions and discussion).

- Linguistic Research/Talk = 2%

All students must participate in two linguistic research projects/lectures throughout the semester, which will be announced as they come up. To receive credit, you will need to either upload a photo image of the informed consent form that you sign for participation in a linguistic study or write a brief (4-5 sentences) summary of the research talk that you attended. Proof of participation will be submitted through Canvas.

- Discussion Forum = 15%

Each week, half of the class will individually submit 1 Discussion Question based on the readings for that week (with halves alternating each week). Discussion questions will be used to as the basis for discussion for Friday classes. Questions are to be submitted through Canvas by 4pm on Thursday.

- Exams (2) = 30%

There will be 2 exams given throughout the semester, each covering a unit of the course. There is no final exam.

- Group Presentation = 15%

During the final two weeks of the semester, groups will present on a topic relevant to the themes we have discussed in class as applied to Spanish (as a first or second language). As we get closer to the end of the semester, we will determine the exact size of the groups and the rubric used for grading.

- Final Paper = 30%
Students will turn in a research paper (8-10 pages, double spaced, not including references) exploring further in depth an issue/concept/set of experiments discussed in class. This can be a survey paper or a research proposal. Throughout the semester, students will turn in core elements of the paper in order to facilitate research. More details will be provided throughout the semester.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Jorge Valdés Kroff

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

* *

Response:
Yes

SPN 4930 (section 19491)
Bilingual Language and Thought

MWF Period 3
FLI 117

INSTRUCTOR INFORMATION

Instructor: Dr. Jorge Valdés Kroff
Office: Dauer 246
Email: jvaldeskroff@ufl.edu
Phone: (352) 273-3744
Office hours: W Period 4, Th Periods 7-8 or by appointment

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught *in Spanish*. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The [American Council on the Teaching of Foreign Languages](#) recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE GOALS AND OBJECTIVES

What is the relationship between language and thought? Is it necessary to have a name for a concept to be able to have the concept? Do speakers of different languages perceive the world differently filtered through their languages?

This course has the primary objective of evaluating the interaction between linguistic and cognitive processes. We will examine primary themes coming from psycholinguistics and the notion of *embodied cognition*. This course will discuss these topics through the perception of sound, space, time, and color. We will examine how our sensory perception is affected by language and the effect that bilingualism has on these processes. We will examine these themes through primary research sources.

COURSE MATERIALS

Readings will consist of overview chapters and primary sources (scientific journals). The level of difficulty will vary considerably between readings--some will be rather straightforward and others more technical. I will provide guidelines on what I expect you to get out of the readings. All readings will be provided through Canvas [elearning.ufl.edu](https://learning.ufl.edu).

ASSESSMENT**Grade Scale and Policies**

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Graded Course Components

- **Attendance and Participation** = 8%
- **Linguistic Research/Talk** = 2%
- **Discussion Forum** = 15%
- **Exams (2)** = 30%
- **Group Presentation** = 15%
- **Final Paper** = 30%

Attendance and Participation

Throughout the semester there will be a variety of in-class activities and assignments. These assignments will sometimes be collected in class for an attendance and participation grade. Because we recognize that students may miss class due to illness, job interviews, funerals, etc., students may miss two classes during the semester with no penalty to their grade. Additional absences will affect your attendance and participation grade. Please note that showing up to class is not enough to receive an A for participation. I will be looking for active participation in class (i.e. participation in questions and discussion).

Linguistic Research/Talk

All students must participate in two linguistic research projects/lectures throughout the semester, which will be announced as they come up. To receive credit, you will need to either upload a photo image of the informed consent form that you sign for participation in a linguistic study or write a brief (4-5 sentences) summary of the research talk that you attended. Proof of participation will be submitted through Canvas.

Discussion Forum

Each week, half of the class will individually submit 1 Discussion Question based on the readings for that week (with halves alternating each week). Discussion questions will be used to as the basis for discussion for Friday classes. Questions are to be submitted through Canvas by 4pm on Thursday.

Exams (2)

There will be 2 exams given throughout the semester, each covering a unit of the course. There is no final exam.

Group Presentation

During the final two weeks of the semester, groups will present on a topic relevant to the themes we have discussed in class as applied to Spanish (as a first or second language). As we get closer to the end of the semester, we will determine the exact size of the groups and the rubric used for grading.

Final Paper

Students will turn in a research paper (8-10 pages, double spaced, not including references) exploring further in depth an issue/concept/set of experiments discussed in class. This can be a survey paper or a research proposal. Throughout the semester, students will turn in core elements of the paper in order to facilitate research. More details will be provided throughout the semester.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

WEEK	DATE	Topic	ASSIGNMENTS
Week 1: Introduction to Course. What is psycholinguistics?	1/06	Introduction to Syllabus	Familiarize yourself with syllabus
	1/08	What is psycholinguistics?	Cowles, Chapter 1.
	1/10	Reading Scientific Articles	Purugganan & Hewitt
Week 2: Biological Basis of Language	1/13	Biological Mechanisms	Garman, Chapter 2, Sec. 2.1
	1/15	Early language experience	Pallier et al. (2003) Snedeker et al. (2007)
	1/17	Discussion, Special case: international adoptees	Team A: Turn in DQ
Week 3: Comparative Communicative Systems	1/20	MLK, Jr. DAY—DAY of SERVICE	--
	1/22	Language discrimination and language evolution between humans and Simians	Ramus et al. (2000) Pollick et al. (2007)
	1/24	Discussion	Team B: Turn in DQ
Week 4: Speech perception	1/27	Biophysics of speech perception	Garman, Chapter 2, Sec. 2.2
	1/29	Bilingual speech perception	Werker & Byers-Heinlein (2008); Sundara et al. (2008)
	1/31	Discussion	Team A: Turn in DQ
Week 5: Linguistic Relativity	2/03	Linguistic Relativity and the Sapir-Whorf hypothesis	Pinker, Chapter 1
	2/05	Thinking for Speaking Hypothesis	Gentner & Goldin-Meadow, Chapter 1; Slobin (1996)
	2/07	Discussion In-class Brainstorming Session 1 (for research paper)	Team B: Turn in DQ
Week 6: Lexical and Event Categorization	2/10	Lexical and Event Categorization	Gentner & Goldin-Meadow, Chapter 2
	2/12	Semantic convergence in bilinguals	Ameel et al. (2009); Zinszer et al. (2014)
	2/14	Exam 1	
	2/17	Spatial language terms	Majid et al. (2004)

WEEK	DATE	Topic	ASSIGNMENTS
Week 7: Spatial categorization	2/19	Motion Verbs: Path and Manner	Brown & Gullberg (2013); Papafragou et al. (2008)
	2/21	Discussion In-class discussion of proposed research topic	Team A: Turn in DQ *Research topic & Short biblio due
Week 8: Co-speech gestures	2/24	Co-speech gesture intro	Watch Goldin-Meadow TedxUChicago 2011 talk
	2/26	Language Typology and Co-speech gestures	Kita & Ozyurek (2003); Oszaliskan et al. (2016)
	2/28	Class activity. Discussion	Team B: Turn in DQ
Week 9: Spring Break, 3/02-3/06			
Week 10: Numerical Congition	3/09	Numerical cognition intro	Gunderson et al. (2015)
	3/11	Does language shape numerical cognition?	Butterworth et al. (2008); Pica et al. (2005)
	3/13	Class activity. Discussion	Team A: Turn in DQ *Annotated biblio due
Week 11: Time	3/16	Intro to time perception	--
	3/18	Does language affect time perception?	Boroditsky (2001); Núñez & Sweetser (2006)
	3/20	Discussion. Create Groups—First brainstorm session	Team B: Turn in DQ
Week 12: Color	3/23	Perception of color	Regier & Kay (2009)
	3/25	Language effects on color perception	Roberson et al. (2000); Theiry et al. (2009)
	3/27	Discussion. Continue group presentation preparation	Team A: Turn in DQ
Week 13: Gender	3/30	Biological, Social, and Grammatical Gender	Ackerman (2019), pp. 1-10
	4/01	Language constraints on gender perception	Boutonnet et al. (2012); Gentner & Goldin-Meadow, Chap 4
	4/03	Exam 2	*Outline for Final paper due on Sunday
Week 14: Sign Language and Bimodal Bilingualism	4/06	Bimodal bilingualism and CODAs	Emmorey et al. (2008)
	4/08	Language creation and cross-modal interactions	Pyers & Emmorey (2008); Senghas et al. (2004)
	4/10	Discussion	Team B: Turn in DQ
Week 15: Cognitive effects of bilingualism	4/13	The Bilingual Advantage Hypothesis	Bialystok et al. (2009)
	4/15	Effects across the lifespan	Kovacs & Mehler (2009); Schweizer et al. (2012)
	4/17	Group Presentations A	*Peer evaluations due
Week 16: Group Presentations	4/20	Group Presentations B	
	4/22	Group Presentations C	
FINAL PAPERS DUE 4/28/20, 5:00PM			

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UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Academic Integrity

Suggested wording: “UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report

any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).