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**MAS 374/LIN 373**  
**Bilingual Minds (35660/40535)**  
**Monday, Wednesday, Friday 10:00 – 11:00 AM GEA 127**

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**Instructor:** Dr. Belem G. López

**Office:** GWB 2.308

**Office Hours:** Wednesday 1:00 PM- 4:00 PM, or by appointment

**E-mail:** bglopez@austin.utexas.edu

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***Course Description and Course Format***

A bilingual is defined as an individual who functions in more than one language on a regular basis. Psycholinguistics is the study of the cognitive processes that underlie how language users acquire, comprehend, produce, use, and represent language. This course will provide an introduction to classic and recent work on bilingualism from a psycholinguistic perspective.

After reviewing basic concepts and methods in psycholinguistics the course will address empirical studies and theoretical frameworks related to such topics as stages of bilingual language acquisition and the role of age of acquisition, how bilinguals perceive and segment speech sounds, how word meanings are accessed and stored, how sentences are understood and planned, how characteristics of written language affect reading, how mixed language utterances are processed, and how properties of specific languages shape thought. Additional topics will include cognitive and neural repercussions of knowing more than one language, the cognitive impact of differences in degree of informal translation experience, and how bilingual language processing may be affected by aging, disuse of a language, or brain-injury.

Given the interdisciplinary nature of the topic we will draw on research from cognitive psychology, linguistics, computer science, education, and neuroscience. Students will have the opportunity to apply course concepts by making their own bilingualism related internet memes. This course will consist of lectures, discussion, as well as in-class discussion of readings led by students.

**CULTURAL DIVERSITY IN THE US FLAG:** Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

**WRITING FLAG:** Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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## ***Learning Objectives***

This is an interdisciplinary course that will draw on methodologies from different disciplines such as linguistics, Latina/o studies, computer science, neuroscience, and psychology. This course will:

- Provide an overview of how researchers and educators study human language capacity with a particular emphasis on multiple language experience
- Provide experience in critically reading and evaluating bilingualism research.
- Provide experience in presenting research in psycholinguistics
- Provide experience in using writing and reading for inquiry, learning, thinking and communicating.
- Provide tools and training that enables students to write effectively using the conventions of the psychology, psycholinguistics, linguistics, and Latina/o Studies.
- Provide students with the ability to respond effectively to the writing of others.

## ***Required Textbook***

ALL class readings will be posted on **CANVAS** unless otherwise noted.

## ***Recommended Texts***

Below are a few recommended textbooks for students who wish to further pursue studies in bilingualism.

Altarriba, J., & Heredia, R. R. (Eds.). (2018). *An introduction to bilingualism: Principles and processes*. Routledge.

De Groot, A. M. (2011). *Language and cognition in bilinguals and multilinguals: An introduction*. Psychology Press, New York, NY.

John Field, *Psycholinguistics: The Key Concepts*, Routledge, 2004.

## ***Course Requirements and Policy***

Attendance is **highly recommended** and will be taken into account.

**Course assignments must be turned in by 10:00 AM on their respective due dates. Unless otherwise noted.** Your final course grade will be based on the following:

### **Attendance and Participation**

Students are permitted up to **two unexcused absences**. Every excused absence needs to be adequately justified with a doctor's note for illness, family emergencies, or other documentation. Students will be responsible for knowing class materials. **Religious Holidays:** University policy requires that you notify your instructor of a pending absence at least fourteen days prior to the date of a religious holy day. You will be given an opportunity to complete missed work within a reasonable time after an absence due to the observance of a religious holiday.

- Students are expected to finish each assigned reading **before the class**. Students are expected to participate in class discussion regularly, especially in special sessions. You will learn the most by actively participating in class discussions and by asking questions when you do not understand something. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. So, speak up and participate whenever you can! Class participation will be rewarded.
- **Peer Review:** Throughout the semester, we will have *Peer Reviewing sessions*. During

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these sessions, you will have the opportunity to work in groups and pairs to improve your writing. During these sessions, you will work with a partner or in a group and you will read each other's work and provide constructive feedback.

### **Research Article Critiques (2 @ 12.5% each)**

You will choose **two articles** from any article listed in the syllabus or posted on CANVAS to write a research critique. Many if not all of these articles will be covered in class. The purpose of this assignment is to get you accustomed to reading research articles and thinking critically about them. Reading research journal articles is slightly different than reading a textbook about psycholinguistics. This is intended to be good practice for you, especially if you are interested in graduate school in any social sciences.

Your task will be to read the article in its entirety. Don't just read the abstracts! You will write a **2-3 page double spaced critique (12 pt font Times New Roman 1 inch margins)**. You will not summarize the article, but will do the following:

1. Opening Paragraph
  - a. Briefly state the purpose: 1-2 paragraph MAX
    - i. State the variables of interest: dependent and independent variables
    - ii. State the importance (if any).
    - iii. State the scientific significance.
2. Body Paragraphs
  - a. Critique the article (Also see Logic & Argument questions below)
    - i. What assumptions does the article make?
    - ii. Is the methodology appropriate for the research question?
    - iii. What is innovative or not about the study?
    - iv. Who would most benefit from learning about this research?
    - v. What would you have done differently?
3. Summary Paragraph
  - a. Briefly summarize your points
4. Provide a citation of the article you read and are critiquing

We will be covering a lot of different areas of bilingualism this semester; however if you like an article from a specific week then you **MUST** turn in your research article critique for **that specific week**. **NO article critiques for previous week's or future week's articles will be accepted on current week due dates**. If you turn in an article critique it must be for **that week**. For example, the first time you can turn in a Research Critique will be on **Friday, January 26, 2017**. The articles you can choose from are from the What is bilingualism section: Grosjean (1997), Gianco & Altarriba (2008), Research Methods section: (Heredia & Stewart (2002), Marian (2008).

\*\*\*Note: Sometimes we may not have enough time to cover all of the articles in class, but you can still turn in a critique over an article not discussed in class as long as it is turned in on the corresponding week.\*\*\*

The due date is semi-flexible, but for each week the corresponding research article critique is due on **Friday's class by class start time on CANVAS 10:00 AM**. In order to ensure that you turn in your research critiques, we will have two dates or "**last chance**" dates to turn in your critiques.

- **You must turn in your first article critique by March 9, 2018**. Failure to turn in the first article critique by the "last chance" date **will result in a 0 for that assignment**.

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- The second article critique is due by **April 27, 2018**. Failure to turn in your second article critique by the “last chance” date will result in a 0 for that assignment.

### **Bilingualism Internet Meme & Meme World Cup(10%)**

You will have the opportunity to create your own internet meme! You will be able to use memes off the internet, but create a new punch line in the meme that relates to something related to the course. This may be a psycholinguistic concept, theory, phenomenon, famous experiment, or any other material covered in class. Your meme must demonstrate that you have taken material from the course and applied it to something outside of the classroom. Your meme is actually part of a large class project. You may turn in your meme any time before the due date; however the LAST DAY to turn in your meme to receive credit will be **March 23, 2018 by 10:00 AM on CANVAS**

- **Meme Team:** As part of the assignment, students will be put into groups of 4-5, i.e., your “**Meme Team.**” On the last day of class, students will participate in a **Meme World Cup**. I will present a course topic and each team will have to show the “best” meme that corresponds to that topic. Before the last day, students will need to work with their Meme Team to create more memes based on course topics. I will provide a list of meme topics you will need, but you should all create your own memes for this project. Your group participation will be graded. You **MUST attend the last day** of class to obtain full credit for this assignment. **Meme World Cup will be held on May 4 (Star Wars Day), 2018.**

For this assignment, you will include all of the following:

1. At least **1 page double spaced 12 pt. Times New Roman font** explanation of how your meme is related to the class because it demonstrates XYZ concept, theory, or phenomenon, etc.
2. You must cite at least **1 scholarly source** on how your meme is a good example of something covered in class. It must be clearly written and must be related to topics in this class.
3. A picture of your meme attached to your 1 page explanation.
4. **Meme Team:** As part of the assignment, students will be put into groups of 4-5, i.e., your “**Meme Team.**” Before the last day, students will need to work with their Meme Team to create more memes based on course topics. I will provide a list of meme topics you will need, but you should all create your own memes for this project. If you actually read the syllabus, then send me a picture of your favorite Llama (animal) by the Friday class of the first week. Your group participation will be graded
5. On the last day of class, students will participate in a **Meme World Cup**. Using Google Slides, I will present a course topic and each team will have to show the “best” meme that corresponds to that topic.
6. Your **Meme Team Participation** is **part of your meme assignment**. Failure to attend the last day of class will result in loss of points. **YOU MUST ATTEND THE LAST DAY OF CLASS TO OBTAIN POINTS FOR THE MEME WAR.**
7. Be creative and have fun with this assignment! ***Important Note:*** Do not use inappropriate memes, pictures, or taglines. I will not accept memes that are questionable, crude, or intolerant toward people based on their gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc.

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The point of this assignment is to get you to think creatively about course topics and themes. You may choose any meme off the internet; however if you question the appropriateness of the meme then do not use it. Your memes can be funny and sarcastic, but absolutely do not be disrespectful. You are adults and you are capable of deciding what is appropriate and not appropriate for a class project. If you are still unsure then ask me before submitting anything. I will not tolerate any crude or inappropriate internet memes. I **will not** accept memes that are questionable, crude, or intolerant toward people based on their gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc.

### **Exams (4 @ 10% each)**

There will be 4 exams throughout the semester. Exams will be mostly multiple-choice questions and maybe some fill in the blank and short answer. Exams will cover material presented in class and in the readings. All exams will start promptly at the beginning of class and **you will not be allowed** to take the exam if you arrive **more than 20 minutes late or after the first person to finish leaves the classroom**, whichever happens first. Make up exams require the appropriate documentation of a University-approved absence (see <http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php>)

To help keep you up to speed on the course material, **make-up exams must be rescheduled within 1 week from the end of your excused period of absence**. If you are absent for a non-University approved reason, you will get a zero on that exam. Also, if you believe that an item on a test was incorrectly counted wrong, you have a week from the time that grades are posted to protest your grade. To protest a grade, you should send me a thoughtful written response regarding why you think your answer is correct and come to office hours.

### **Final Paper (25%)**

You will have the chance to formally develop a research proposal. This paper is worth **25%** of your final grade. The goal of this paper is to allow you to think critically about some of the research findings and theories you are learning about in the course and to use this information to devise new research ideas and theories. Your idea can come from any topic that was discussed in class or in your readings and I encourage you to relate these psycholinguistics topics to other issues, disciplines, etc. that are interesting to you.

Students will develop a research paper that explores in-depth one or more topics related to bilingualism (i.e., language control, language processing, language representation, language access, identity, language acquisition, code-switching, language policy, education, etc.). This will be done in the form of a research proposal where students will propose a study with an emphasis on bilingualism, multilingualism, and/or Mexican American and Latina/o communities. Students may also raise questions and ideas stemming from class discussion, readings, and presentations.

- Throughout the semester, you will turn in rough drafts for each of your major sections on the dates below. While the rough drafts will not be graded, I will be providing constructive feedback to improve your final paper. Your final grade will be based on your entire final paper and your ability to incorporate feedback provided by me, your peers, and the writing center.
- **Topic Approval:** Your final paper topic must be approved by me. You should make time to come to office hours or send me a brief paragraph on a topic that interests you for your

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final paper. Your topic **must** involve **bilingualism**. Topics must be approved by **February 12, 2018**.

- **Introduction and Method**: As part of your research paper assignment, you will need to turn in the first part of your paper on **March 2, 2018 on CANVAS by 10:00 AM**. You will turn in a 5-6 page rough draft of your introduction (literature review, topic, and hypothesis/predictions) and method section (quantitative/qualitative). The purpose of this assignment is to get you started on your final paper. Here you will be required to do some outside research by citing previous literature in the form of articles, books, archives, etc. and formulate a hypothesis, and detail the ways in which you would conduct a research project. We will be using class time that day to work in peer review groups and you will be able to obtain feedback on your paper. Additionally, I will also be providing feedback on your final paper topic. During Week 11 and 12, we will take time at the end of class to work in small groups and discuss your final paper.
- **Results and Discussion/Conclusion**: Another component of your final paper will be your results and discussion section. After completing the first part of your paper, you will need to write up the “potential results” and discussion/conclusion section of your paper. Based on what you outlined in your introduction and in your method section, you will need to propose potential results in accordance to your proposed hypotheses or research question. In your discussion/conclusion section, you will then need to interpret your potential findings and relate them to previous literature. You will turn in a first draft of your results and discussion section on **April 6, 2018 by 10:00 AM on CANVAS**.
- **Final Paper-Research Proposal**. At the end of the semester, you will turn in a final paper with all the revised versions of your paper. Your paper should include the following sections or a variation of: Introduction/Literature Review, Method, Results, Discussion/Conclusion. Required length is 10-12 pages not including sources/references. Your final paper should include all revisions and suggestions made during peer review or individual peer sessions by the instructor. Failure to incorporate or address changes to the final paper will negatively affect your final paper’s grade. The complete final paper will be due *electronically* on **CANVAS on Wednesday, May 9, 2018 by 5:00 PM**.

**Assignment Style and Length**: The proposal should be written as concisely and clearly as possible. The goal is to allow your reader the chance to understand your ideas quickly and easily, without getting bogged down in awkward wordings or grammatical errors. Your paper should also be approximately **10-12 pages in length, using Times New Roman 12 pt. font. You should also cite at least 8-10 scholarly sources**. Papers should not be longer than 12 pages. If you find that your paper is longer than 10 pages, please shorten and simplify your writing wherever you can. Do not change fonts or margins to adjust the length of the paper.

- **Academic integrity**: The University relies on academic integrity, which requires that words and ideas that students and professors present as their own truly are their own work. Plagiarism is defined as using another’s written ideas or phrases without adequately acknowledging them. In many instances, plagiarism occurs because people do not understand what constitutes plagiarism versus legitimate scholarship. To engage in your own independent scholarship, you will need to properly give credit to others for their words and ideas. To do this, you should:
  - Use quotation marks around (or indent) words that you take directly from another writer (such as the author of your textbook) and then cite this writer. For example, “...alternation between two languages requires a high level of bilingual competence (Poplack, 1979, p. 42).

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- Cite the source of paraphrased or summarized material, even if what you say is phrased differently from the original writer. The idea is still theirs and they should be cited. For example: “According to Poplack (1979), bilinguals who demonstrate the ability to alternate between two language requires a high level of bilingual competence.”

### **Course Assignments and Grade Totals**

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2 Research Article Critiques (12.5% each)	25%
Bilingual Internet Meme & Meme World Cup	10%
<i>**Pop Quizzes (10%) **only if more than 2 given**</i>	
4 Exams (@10% each)	40%
Final Paper	25%
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<b>Total</b>	<b>100%</b>

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### **Grade Breakdown**

A	95.00-100
A -	90.00 - 94.49
B +	87.00 - 89.49
B	83.00 -86.49
B -	80.00 - 82.49
C +	77.00 - 79.49
C	73.00 - 76.49
C -	70.00 – 72.49
D +	67.00 - 69.49
D	63.00 - 66.49
D-	60.00 – 62.49
F	Below 60

**Grade Disputes:** If you wish to dispute a grade on an assignment, you must submit a written rationale to justify the change **within 1 week** of receiving the score from the TA or myself.

**Late Policy** As a rule, **no extensions** will be given. **No late work will be accepted.** Under *extreme* circumstances requests for extensions will be entertained if requested well in advance of the due date. If granted, a penalty might be assessed for every calendar day the assignment is extended.

### **Extra credit Writing Center Visits**

This course requires a lot of writing and rewriting. In order to help you become a better writer, you will have the opportunity to receive extra credit points by visiting the writing center. You must make an appointment at The University Writing Center, take a writing assignment to work on (research critiques or final paper components), and stay **the full 45 minutes of your**

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**appointment.** Additionally, you must ask the Writing Center to send me an email verification about your appointment, failure to provide written verification of your appointment will result in **no extra credit points**. You may go to the writing center as many times as you'd like, but I **will only count** your writing center visits when a written verification of your appointment is provided and confirmed by the writing center **by email to me**. Keep the following in mind:

- **MAKE CERTAIN** that the writing center sends me an email **immediately after** your visit. I **will not accept** appointment verification emails for extra credit.
- **Do not** go to the writing center 5x for the same assignment. The max is 3 visits per class assignment so split up your writing center visits across assignments (for example: 2 for RACs and 3 for the Final Paper).
- Writing Center Visits can range from .5 percentage points to 1 percentage point added to your **overall course grade (final grade)**.

*Note: The extra credit may not seem like much, but if your final grade is a 94.49 (A-), then .20 extra credit points will make it a 94.69, which rounds to 95 (A). Even just one Writing Center Visit could help you increase your final grade.*

**Writing Center Extra Credit will count as the following:**

# of Writing Center Visits	# of Extra Credit Points to
5+	1
4	.80
3	.60
2	.40
1	.20

### ***Classroom Environment***

1. Please be on time; late-comers are frowned upon.
2. Don't pack up your belongings early; I promise to end class promptly at 10:50 AM. If you anticipate having to leave class early, as a courtesy to me and your fellow classmates, please let me know *before* class begins.
3. Unless you are expecting an emergency phone call, **please turn off cell phones and other devices that might disturb class**. If I see a student texting, playing Pokémon Go, snapchatting or doing anything that is disruptive and unrelated to the course, then the **entire class** will get a **pop quiz!** If I have to give more than 2 pop quizzes, then this will replace an assignment in the course.
4. Unless you have a SSD-approved disability accommodation, then please refrain from using electronic devices during class. \*\*A recent Psychological Science article found that taking notes by hand allows for deeper processing of information than by using a keyboard. \*\*

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168

### ***Americans with Disabilities Act (ADA) Policy Statement***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with

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disabilities. If you believe you have a disability requiring an accommodation, please contact Services for Students with Disabilities at 512-471-6259, or visit the website <http://www.utexas.edu/diversity/ddce/ssd/>

### ***Respect for Diversity***

It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

### ***A note on plagiarism***

You are encouraged to work with your peers—however, plagiarism of your peers (or other sources) will not be tolerated. Any violations may result in a failing grade for the course. In the words of Beyoncé, “If you liked it, then you should put a citation on it!”

**ONLINE WRITING RESOURCES:** NOTE- plagiarism can be intentional or unintentional; you are responsible for understanding both so that you can avoid this serious academic offense.

Plagiarism tutorials: <http://plagiarism.org/plagiarism-101/overview/> short video explanation

Paraphrasing skills: <http://www.youtube.com/watch?v=sgMJ16WUEPg> short video explanation

If you think that you will need help to avoid plagiarism when writing a paper, please check with the Undergraduate Writing Center: <http://uwc.utexas.edu/>

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**Tentative Lecture Schedule and Readings**

**\*\*changes to the syllabus will be made at instructor's discretion and will be announced in class, through email, or CANVAS\*\***

Week	Topic	Date	Readings	Assignments Due
1	Syllabus, Course Introductions	W 1/17		
	What is bilingualism?	F 1/19	Grosjean (1997) Gianco & Altarriba (2008)	
2	Research Methods	M 1/22	Marian (2008)	
		W 1/24	Heredia & Stewart (2002)	
	Overview of Writing & Style	F 1/26	Review Final Paper Folder on CANVAS	<b>Week 1 and 2: Research Article Critique (RAC)</b>
3	The Bilingual Brain	M 1/29	Vaid (2008), Bialystok (2017)*	
	Bilingualism Classics	W 1/31	Peal & Lambert (1962) Ben-Zeev 1977)	
		F 2/2	Lambert (1977) Hakuta (1986)	<b>Week 3: RAC</b>
4	Bilingual Language Acquisition	M 2/5	Genesee (2009)	
		W 2/7	Andruski, Casielles, & Nathan (2014) Werker & Byers-Heinlein (2008)	
		F 2/9	<b>Exam #1 (Weeks 1-4)</b> <b>Week 4 : RAC</b>	
5	The Bilingual Mental Lexicon	M 2/12	Chapter 7 (Kroll & Dijkstra, 2010)	<b>Final Paper Topic</b>
		W 2/14	Schwartz & Kroll (2006) Shook & Marian (2012)	
		F 2/16	<b>**Discuss with Peers Intro &amp; Method Section**</b> <b>Week 5: RAC</b>	

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Week	Topic	Date	Readings	Assignments Due
6	Word & Sentence Processing	M 2/19	Van Hell & Dijkstra (2002)	
		W 2/21	Areas da Luz Fontes & Schwartz (2015)	
		F 2/23	<b>Intro &amp; Method Sections (In Class Group work)</b>	<b>Week 6: RAC</b>
7	Figurative Language	M 2/26	Cacciari (2001) Cieslicka (2015)	
		W 2/28	Liontas (2002)	
		F 3/2	López & Vaid (2017)	<b>Week 7: RAC</b> <b>Intro &amp; Method</b>
8	Language Production and Accents	M 3/5	Gollan & Goldrick (2012) Souza, Byers-Heinlein, Poulin-Dubois (2013)	
		W 3/7	Zentella (2003) Hill (1995)	
		F 3/9	<b>**No class**</b>	<b>"Last Chance" RAC</b> <b>Week 8: RAC</b>
9	<b>**Spring break** NO CLASS</b>			
10	Language Control, Code-switching Task switching	M 3/19	<b>Exam #2 (Weeks 5-8)</b>	
		W 3/21	Meuter & Allport (1999) Heredia & Altarriba (2001)	
		F 3/23	Poplack (1980) Altman (2015)	<b>Week 10: RAC</b> <b>Bilingual Internet Meme</b>
11	Bilingualism & Creativity	M 3/26	Chapter 8 (Kharkhurin)	
		W 3/28	Riciardelli (1992) Kharkhurin & Wei (2015)	
		F 3/30	<b>**Peer Review of Intro &amp; Method (In Class)**</b>	<b>Week 11 : RAC</b>

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<b>Week</b>	<b>Topic</b>	<b>Date</b>	<b>Readings</b>	<b>Assignments Due</b>
12	Individual Differences & Language Brokering	M 4/2	Morales & Hanson (2010)	
		W 4/4	López & Vaid (2016)	
		F 4/6	López & Vaid (2017)	<b>Week 12 : RAC Results &amp; Discussion Draft</b>
13	Bilingualism & Education	M 4/9	<b>Exam #3 (Weeks 10 -12)</b>	
		W 4/11	Chapter 14 (Garcia, 2008)	
		F 4/13		<b>Week 13 : RAC</b>
14	Emotion and Thinking for Speaking	M 4/16	Altarriba & Bassnight-Brown (2012) Kim (2013)	
		W 4/18	Zentella (2014) Dewaele (2004)	
		F 4/20	Kazanas & Altarriba (2016)	<b>Week 14 : RAC</b>
15 & 16	Consequences of Bilingualism	M 4/23	Chapter 12 (Bullock & Torribio)	
		W 4/25	Chapter 20 (Bialystok)	
		F 4/27	Bialystok (2017)	<b>"Last Chance" RAC 2 Week 15 : RAC</b>
		M 4/30	<b>TBA</b>	
		W 5/2	<b>Exam #4 (Weeks 13-16)</b>	
	<b>Last day of class</b>	F 5/4	<b>Bilingual Internet Meme World Cup</b>	
<b>Wednesday, May 9, 2018 Final Paper Due by 5 PM on CANVAS</b>				