Course Syllabus: PSYCO 4092.3  
Topics in Developmental Psychology:  
Bilingual Development  
Department of Psychology and Neuroscience  
Faculty of Science  
Fall 2018  

Contact Information:  

| Instructor | Dr. Tamara Sorenson Duncan  
t.sorensonduncan@dal.ca  
902-494-3229* | 1386D Life Sciences Centre  
T 3-4pm  
and by appointment** |
|------------|----------------------------------------------------------|
| Department Office | Phone: 902-494-3417  
Fax: 902-494-6585  
Email: psychology@dal.ca | Rm 3263  
3rd Floor Life Sciences Centre  
(Psychology Wing) |

* If you need to reach me by phone, please call the Language and Literacy Lab  
** I welcome appointments from students and am happy to meet with you outside of office hours (by appointment).

Course Description:  
Each year, this seminar course focuses on a selected topic in developmental psychology. This year, we will examine bilingual development, focusing on bilingualism in childhood. We will begin by concentrating on understanding different types of bilingual context and in so doing highlight some of the factors that contribute to successful bilingualism. The latter portion of the course will provide an introduction into three additional aspects of bilingual development: (a) biliterate development; (b) bilingualism in children with language learning difficulties, such as children with developmental language disorder and children with autism spectrum disorder; and (c) bilingualism across the lifespan. In covering these topics, we will focus on primary, empirical research.

Course Prerequisites:  
Instructor permission is required.

Required readings:  
There is no textbook for this class. Readings will be comprised of primary literature (research articles) and book chapters from a selection of leading researchers in the area of bilingualism. These readings can be found on Brightspace. Please ensure that you have read the required reading prior to coming to class. The list of readings is provided in the week-by-week schedule.

Summary of Course Work and Evaluation:  

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Dates</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Participation</td>
<td>Throughout</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Lead 1 (Presentation)</td>
<td>Individually Scheduled*</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Lead 2 (Presentation)</td>
<td>Individually Scheduled*</td>
<td>30%</td>
</tr>
</tbody>
</table>
| Annotated Bibliography       | Nov. 5  
(email submission by 9pm)    | 15%              |
| Final Project (Final Draft)  | Nov. 29  
(email submission by 9pm)    | 15%              |

* I encourage you to make an appointment to meet with me before your presentations to discuss any confusion you have with the reading or any issues that arise in preparing your presentation.
# Week-by-Week Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Other Notes</th>
</tr>
</thead>
</table>

Discussion Lead: Dr. Sorenson Duncan
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Discussion Leads = Students</th>
</tr>
</thead>
</table>
Continued on next page... | Annotated Bibliography Due Nov. 5  
Discussion Leads = Students
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
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</table>
NOTE: Developmental language disorder has historically had other labels (e.g., language delay, specific language impairment [SLI])  
| 2018-11-15 | NO CLASS (FALL BREAK)                        |                                                                                                                                              |
|            |                                             | Discussion Leads = Students                                                                                                                |
|            |                                             | Final Project Due  
Discussion Lead: Dr. Sorenson Duncan                                                                                                         |
Additional Information on Course Components

Below you will find a summary of the components of this course on which you will be evaluated. Detailed information (and grading rubrics) will be provided in class and can be found on Brightspace for each component.

Participation
- You will be graded on the extent to which you demonstrate attentive, prepared and constructive participation in class.
- Tips for successful participation:
  - Thoroughly read at least one reading for each week (before class). Make sure to at least skim all assigned readings (before class). The more of the readings that you complete the more meaningfully you can engage in class discussions.
  - Actively listen and respond appropriately and thoughtfully to your colleagues’ comments.
  - Included in your class participation grade is professionalism. This includes: Attendance, Punctuality, Advanced notice for absences, respectful communication with colleagues

Discussion Lead (Presentations) (x2)
- Sign up by Sept. 11 at 9pm
  - Sign up is on a first come first serve basis
  - Sign up for two presentation slots between Sept. 20 and Nov. 8
- 10-minute summary of article (presentation)
  - Include definitions for any new terminology
- Followed by 20-minute class discussion. As the discussion lead, you should:
  - Begin the discussion with an opportunity for people to seek clarification on any parts of the article that were unclear.
  - Prepare 3 questions to pose to the group to get discussion going. These should be bigger picture questions that can be discussed and not clarification questions (clarification questions are also very useful to ask of the group, but these would be in addition to the discussion questions)
  - Facilitate the discussion

Annotated Bibliography
- State the article you intend to use as the basis for your final project
- List three additional research papers (articles) that you will use as supporting (or refuting) evidence for the claims made in the article you’ve chosen.
- Summarize the key findings of all four articles (class reading + 3 additional sources)
- Discuss how each article supports (or refutes) evidence for the main claim of the class article
- This should be in jot note format with notes organized by article.

Final Project: Knowledge Dissemination
- Write a blog post/newspaper article, as if you were writing to share one key finding about bilingualism with the general public. Aim to write about something that you think the public does not know but you think they should.
- Any claims should be based on replicated findings (if possible), as outlined in your annotated bibliography. If this is not possible, make sure not to “mislead the public” as to the strength of the claim.
- Your assignment should be written as if it were for a lay audience, so you should avoid jargon.
Conversion of numerical grades to final letter grades follows the Dalhousie Common Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
</tr>
<tr>
<td>F</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

Course Policies

Absences: Absences from class will be governed by Dalhousie University’s Policy on Absences, copied below. If you foresee that you may be absent from a class, communicate with me as soon as possible, preferably in advance of the absence, if possible.

Late Assignments: The structure of the class depends on students being prepared to give their presentations on the assigned day. Failure to do so will result in a grade of zero for the presentations, except in exceptional circumstances and following the absence policy detailed below. Late submission of the annotated bibliography or final presentation will result in a 10% deduction for every day (including weekend days) that the submission is late, again except in exceptional circumstances and following the absence policy detailed below.

Cancelled Seminars: If a seminar is cancelled as a result of weather or other unexpected reason, it will be rescheduled on an alternative day when most students are available. You are expected to attend this alternatively scheduled seminar and participation will be graded the same as it would be for regular scheduled classes. In the event of a scheduling conflict for individual students, exception will be granted to this at the instructors’ discretion. Contact the instructor as soon as possible to discuss solutions if you have a scheduling conflict. Decisions about the timing of alternative scheduled seminars, in the event of a cancelled seminars, will be made in discussion with the class.

Dalhousie University Policy on Absences

Short-term Absence

Students experiencing short-term absences of three (3) consecutive days or fewer resulting in missed or late academic requirements must:
- Contact their instructor by phone or email prior to the academic requirement deadline or scheduled time and;
- Complete a Student Declaration of Absence form or provide alternate verification of the absence to their instructor or to the instructor’s designate in-person, on-line through Brightspace, or via instructor e-mail within three (3) calendar days following the last day of absence.
- A student may submit a maximum of two (2) separate Student Declaration of Absence forms per course during a term.
- Students who have recurring short-term absences and who exceed two (2) submissions per course during a term are strongly encouraged to meet with a Faculty or Declared Major Advisor, or Faculty Program Coordinator. In cases of recurring short-term absences, instructors may request documentation to demonstrate a student has met with an Advisor or Coordinator and arrived at a course of action to manage the recurring absences before considering alternate academic requirement arrangements.
Record-keeping Student Declaration of Absence forms:
- Will only be used for administrative purposes;
- Will be kept for a minimum of one year from the date a Faculty member or instructor makes a decision based on the form, after which they will be securely destroyed;
- May be shared with other instructors, Faculty members, and Faculty administrators within a student’s Faculty, College or School to the extent that such disclosure is necessary to maximize support of students in successful completion of academic requirements;
- Fall under the Freedom of Information and Protection of Privacy (FOIPOP) Act. In cases where ongoing accommodations are made for recurring short-term absences due to physical or mental health conditions, the Student Declaration of Absence forms will be considered as data relating to potential accommodation requests, accommodation appeals, accommodation plans, and other matters relating to student accommodation under “Record-keeping” within the Administrative Structure of the Student Accommodation Policy.

Long-term Absence

For long-term absences greater than three (3) consecutive days, students should contact their course instructor(s) or the instructor’s designate within five (5) calendar days following the last day of absence. The Student Declaration of Absence form will not be accepted for long-term absences. Where long-term absences are due to major or chronic physical or mental health conditions, documentation must be provided by on-campus or off-campus primary care health professionals. Documentation should indicate the dates and duration of the condition (confidential health information of the exact condition is not required), when possible should describe its impact on the student’s ability to fulfill academic requirements, and include any other information a primary care health professional considers relevant and appropriate. For extenuating circumstances resulting in long-term student absences, instructors may request appropriate documentation depending on the situation. Students experiencing recurring long-term absences are strongly encouraged to meet with a Faculty or Declared Major Advisor, or Faculty Program Coordinator and refer to the University’s Student Accommodation Policy. In such a case, instructors may request documentation to demonstrate a student has met with an Advisor or Coordinator and arrived at a course of action to manage the recurring absences before considering alternate academic requirement arrangements.

Academic Integrity and Intellectual Honesty

I take academic integrity and intellectual honesty very seriously. I have a no tolerance policy for cheating and plagiarism. Put your own thought and work into your assignments. Cite your sources. Make sure to familiarize yourself with Dalhousie policy: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

If you are having trouble with the coursework, come and see me, I am more than happy to help. There is no reason to cheat and risk jeopardizing your education.