ACADEMIC SENATE
Executive Committee
REFERRAL FORM

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Date:	11/12/2025
To:	General Education Committee
From:	Academic Senate Executive Committee
Subject:	Academic Senate Referral
Classification	GE-007-256
Title of Referral:	ENG 3230 - Bilingualism: Language, Culture, and Cognition (New GE Area 4C)
Background:	See attached referral request form. Additional background provided by the Executive Committee: New course proposed for GE Area 4C.
Recommended resources:	See attached referral request form and supporting documentation. Additional resources recommended by the Executive Committee: None. For the Committee's Report on this referral, please list in separate sections, the resources recommended, and resources actually consulted. If a resource was not consulted, briefly state why.
Review and recommend:	Review and recommend as appropriate.
Date required for presenting committee report to the Executive Committee:	3/2/2026

Name: Ashley Ly

Email: atly@cpp.edu

Keywords: ENG, 3230, Bilingualism, Language, Culture, Cognition, New, GE, Area, 4C

Background:

Introduction to the study of bilingualism from linguistic, cultural, and cognitive perspectives. Students learn how language works, how bilingualism develops in individuals and communities, and how it shapes identity, education, and society. Topics include code-switching, language policy, heritage language learning, and the role of bilingualism in professions such as teaching, media, and international relations.

1. Explain key concepts in the study of bilingualism.
2. Compare and contrast major theoretical perspectives on bilingual acquisition, processing, and use.
3. Analyze sociolinguistic, cultural, and political factors that shape bilingual communities.
4. Evaluate the cognitive, educational, and societal outcomes associated with bilingualism.

All of our sections will cover the following topics:
I. Foundations of Bilingualism
- Definitions of bilingualism and types of bilinguals
- Individual vs. societal bilingualism
- Research methods for studying bilingualism
II. Language Development and Use
- Overview of language acquisition in bilingual children and adults
- Language dominance, proficiency, and language maintenance
- Bilingual practices, such as code-switching, code-mixing, and translanguaging
III. Cognitive and Neurolinguistic Perspective
- Cognitive and neurological dimensions of bilingualism
- Bilingual/multilingual competence
IV. Sociocultural Dimensions
- Plurilingualism vs. Multilingualism
- Language choice and diglossia
- Attitudes toward bilingualism and language ideologies across societies
- Bilingualism, identity, and culture
- Heritage language maintenance and loss in communities
V. Education and Policy
- Models of bilingual education and their policy contexts
- Debates on language rights, bilingualism, and social equity
- Global perspectives on bilingualism and intercultural engagement
- Bilingualism in digital contexts
Key assignments
- **Weekly Quizzes:** Short quizzes on key concepts and terminology covered in readings and lectures
- **Online and/or In-Class Discussion:** Students respond to weekly prompts (e.g., analyzing a case study or debating an issue in bilingualism) and reply to peers, emphasis on respectful, evidence-based exchange

- **Short Analytical Writings:** Through the semester there will be several brief (~2 pages) analytical written assignments (case-studies, personal reflections, etc.)
- **Final Project -- Multimedia Presentation:** Students create a 7–10 minute video, podcast, or narrated slide deck presenting an evidence-based argument on a topic in bilingualism for a general audience

Written Communication
- Drafting and instructor feedback for the final project assess students' ability to revise and refine their writing.
- Written assignments are evaluated for clarity, organization, argumentation, and effective use of evidence.

Critical Thinking
- Weekly discussions and peer replies are assessed for the quality of evidence-based reasoning and engagement with multiple perspectives.
- Short writing assignments require students to develop thesis-driven arguments that compare theories, analyze case studies, or evaluate policies.
- The final project assesses students' ability to synthesize diverse perspectives into a coherent, reasoned conclusion.

Information Literacy
- Quizzes and short writing assignments assess students' grasp of key terminology and foundational concepts needed to evaluate sources.
- Writing assignments and the final project require students to locate, evaluate, and integrate scholarly and non-scholarly sources.
- Students are assessed on correct citation, source integration, and the ability to synthesize research into a coherent argument.

Intercultural Engagement
- Quizzes and content discussions assess students' understanding of bilingualism in global and cross-cultural contexts.
- Discussion prompts and peer replies assess students' ability to recognize, articulate, and respectfully respond to diverse cultural perspectives on bilingualism.
- The final project assesses students' ability to communicate an issue in bilingualism to a general audience, highlighting its cultural and global significance.

This course provides students with a deeper and integrative understanding of bilingualism as a social, cultural, and cognitive phenomenon. Students examine the historical development and cross-cultural distribution of bilingualism, gaining insight into why multilingualism is the global norm. The curriculum introduces foundational linguistic concepts—such as prescriptivism vs. descriptivism, language variation, and the relationship between language and identity—and applies them to issues of language contact, bilingual practices, language policy, and bilingual education. By analyzing bilingualism from multiple perspectives, students develop **critical thinking** skills as they evaluate competing theories of language acquisition, bilingual processing, and social behavior.

The course emphasizes **information literacy** by engaging students with scholarship across linguistics, education, and the social sciences, helping them identify, interpret, and integrate diverse perspectives on language. Through its cross-cultural scope, the curriculum fosters **intercultural engagement**, encouraging students to compare different societal models of bilingualism, consider global approaches to language learning, and reflect on the cultural significance of language practices. Finally, sustained

attention to reading, discussion, and analytical writing develops **written communication** skills as students learn to articulate evidence-based arguments about the role of bilingualism in society.

By situating bilingualism within global, historical, and theoretical contexts, the course exemplifies the goals of Area 4C: it offers an integrative approach to understanding social behavior, explores diverse theories and approaches, and connects conceptual knowledge to real-world social challenges such as education, language rights, and intercultural communication.