

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-007-256

New GE course proposal:

English 3230 – Bilingualism: Language, Culture, and Cognition
New GE Area 4C

General Education Committee

Date: 2/11/2026

Executive Committee
Received and Forwarded

Date: 2/18/2026

Academic Senate

Date: 2/25/2026

First Reading

Date: 3/18/2026

Second Reading

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 Perspectives**
 - Cognitive and neurological dimensions of bilingualism
 - Bilingual and 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.

Resources Consulted

The EML department provided both an ECO and example syllabus for the course, uploaded to Curriculog.

On November 26, 2025, General Education Committee sent out a solicitation email to the following constituencies:

- Department chairs
- Deans and associate deans

We asked to provide input via online survey to ensure that new GE course proposals aligned with the existing GE policy, including learning outcomes and concerns surrounding expertise. Responses were collected through mid-December. GE Committee received **one response** about this course, from the Department of Psychology: “Content may overlap with PSY 3334 Cognitive Processes and PSY 3325 Multicultural Psychology (GE 4C)”.

Discussion

GE Committee received this referral on November 13, 2025. This course is being evaluated to ensure compliance with CPP’s General Education Policy (GE-001-245), passed by the Senate in 2024.

This course is applying for **GE Area 4C: Upper Division Social and Behavioral Sciences**. In addition to meeting the core subject matter requirements for this area, new courses must include the learning outcomes **Critical Thinking** and **Information Literacy**, along with meaningful assessment of those outcomes in both the ECO and the syllabus. For this upper-division GE, departments must also include either **Intercultural Engagement** or **Civic Literacy**, and one of the following: **Written Communication**, **Oral Communication**, or **Quantitative Literacy**.

This course meets the requirements of GE Area 4C by centering the social and behavioral study of bilingualism through linguistic, cognitive, and sociocultural frameworks that examine language in historical and global contexts. Students analyze how language practices shape identity, education, and public life, while critically evaluating research methods, policy debates, and cross-cultural perspectives without emphasizing professional training.

During consultation, concerns were raised regarding potential overlap between ENG 3230 and PSY 3325 (Multicultural Psychology) and PSY 3334 (Cognitive Processes). Because PSY 3334 is not a GE course, it does not present a duplication concern within the GE curriculum. With respect to PSY 3325 (GE 4C), the committee reviewed the course content and learning outcomes and finds no significant overlap. While all three courses engage questions of culture or cognition, ENG 3230 is substantively distinct in its focus on bilingualism as a linguistic, sociocultural, and policy-driven phenomenon and does not duplicate the primary disciplinary frameworks or learning outcomes of the psychology offerings.

The proposal meets the requisite elements of the subject matter in this area. The committee felt that this was a strong proposal that also adequately addressed learning outcomes. GE Committee

recommends the department include the identified GE SLOs in the sample syllabus, in addition to the full text of the GE Meaning and Purpose Statement (GEMPS).

Recommendation

On February 11, 2026, the GE Committee voted 11-0-0-0 (Conditional Accept – Revise and Resubmit – Reject – Abstain) to **conditionally accept** this proposal. Two members were absent.

Conditional acceptance indicates that the required revisions are limited to relatively minor editorial changes. Given the volume of new proposals under review and the limited timeline for committee action, the GE Committee is utilizing this layered review process to allow timely advancement of proposals while ensuring that required revisions are completed.

The proposal has been returned to the Department Chair on Curriculog for the requested revisions, with a deadline of March 2, 2026. The proposal's originator has also been notified. Upon confirmation that the revisions have been satisfactorily addressed, the course should move forward as approved.

If the requested revisions are not submitted by the deadline, the GE Committee's recommendation will be withdrawn. Accordingly, the GE Committee would recommend that the Academic Senate not approve the course at that time and defer action pending confirmation until the required revisions have been completed.