



Center for Research on Bilingualism

## The Department of Swedish Language and Multilingualism

### Assessment criteria for CT7140 Psycholinguistic Aspects of Bilingualism

Approved by the board 2017-11-01.

Valid from Spring 2018.

#### Learning outcomes

In order to pass the course, students are expected to be able to:

- discuss and problematize key concepts within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition
- describe some of the most relevant factors that affect bilingualism/second language acquisition, and critically discuss and illustrate these with examples from a perspective of multilingualism
- describe and critically discuss individual differences in second language acquisition
- describe and discuss theories of language processing in bilinguals, including theories about the neurological correlates of the relevant phenomena
- describe and critically discuss theories about the relationship between bilingualism and cognition.

### Assessment criteria:

Grades will be set according to a seven-point scale related to the learning objectives of the course, where A–E are pass grades and Fx–F no-pass grades. In order to pass the course, students must receive a grade of E or higher on all examinations and meet the attendance requirement of at least 60 % of the total class hours. The final course grade constitutes an average of the different learning outcomes assessments.

	1	2	3	4	5
<b>A</b>	The student discusses and problematizes key concepts within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition in a critical, consistently insightful and nuanced way, demonstrating a very high level of engagement with the course literature.	The student describes some of the most relevant factors that affect bilingualism/second language acquisition, and critically discusses and illustrates these with examples from a perspective of multilingualism in a consistently insightful, problematizing and nuanced way, demonstrating a very high level of engagement with the course literature.	The student describes and discusses individual differences in second language acquisition in a critical, consistently insightful, problematizing and nuanced way, demonstrating a very high level of engagement with the course literature.	The student describes and discusses theories of language processing in bilinguals, including theories about the neurological correlates of the relevant phenomena, in a critical, consistently insightful, problematizing and nuanced way, demonstrating a very high level of engagement with the course literature.	The student describes and discusses theories about the relationship between bilingualism and cognition in a critical, consistently insightful, problematizing and nuanced way, demonstrating a very high level of engagement with the course literature.
<b>B</b>	The student discusses and problematizes key concepts within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition in a critical and predominantly insightful and nuanced way, demonstrating a high level of engagement with the course literature.	The student describes some of the most relevant factors that affect bilingualism/second language acquisition, and critically discusses and illustrates these with examples from a perspective of multilingualism in a predominantly insightful, problematizing and nuanced way, demonstrating a high level of engagement with the course literature.	The student describes and discusses individual differences in second language acquisition in a critical and predominantly insightful, problematizing and nuanced way, demonstrating a high level of engagement with the course literature.	The student describes and discusses theories of language processing in bilinguals, including theories about the neurological correlates of the relevant phenomena, in a critical and predominantly insightful, problematizing and nuanced way, demonstrating a high level of engagement with the course literature.	The student describes and discusses theories about the relationship between bilingualism and cognition in a critical and predominantly insightful, problematizing and nuanced way, demonstrating a high level of engagement with the course literature.
<b>C</b>	The student discusses and problematizes key concepts within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition in a critical way, demonstrating a fairly high level of engagement with the course literature.	The student describes some of the most relevant factors that affect bilingualism/second language acquisition, and critically discusses and illustrates these with examples from a perspective of multilingualism, demonstrating a fairly high level of problematizing and engagement with the course literature.	The student describes and discusses individual differences in second language acquisition in a critical way, demonstrating a fairly high level of problematizing and engagement with the course literature.	The student describes and discusses theories of language processing in bilinguals, including theories about the neurological correlates of the relevant phenomena, in a critical way, demonstrating a fairly high level of problematizing and engagement with the course literature.	The student describes and discusses theories about the relationship between bilingualism and cognition in a critical way, demonstrating a fairly high level of problematizing and engagement with the course literature.
<b>D</b>	The student discusses and problematizes key concepts	The student describes some of the most relevant factors that affect	The student describes and discusses individual	The student describes and discusses theories of language processing in	The student describes and discusses theories about the

	within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition in a critical way, demonstrating a medium level of engagement with the course literature.	bilingualism/second language acquisition, and critically discusses and illustrates these with examples from a perspective of multilingualism, demonstrating a medium level of engagement with the course literature.	differences in second language acquisition in a critical way, demonstrating a medium level of engagement with the course literature.	binugals, including theories about the neurological correlates of the relevant phenomena, in a critical way, demonstrating a medium level of engagement with the course literature.	relationship between bilingualism and cognition in a critical way, demonstrating a medium level of engagement with the course literature.
<b>E</b>	The student discusses and problematizes key concepts within psycho- and neuro-linguistics from the perspective of bilingualism and second language acquisition with a certain degree of criticality and engagement with the course literature.	The student describes some of the most relevant factors that affect bilingualism/second language acquisition, and critically discusses and illustrates these with examples from a perspective of multilingualism with a certain degree of engagement with the course literature.	The student describes and discusses individual differences in second language acquisition with a certain degree of criticality and engagement with the course literature.	The student describes and discusses theories of language processing in binugals, including theories about the neurological correlates of the relevant phenomena, with a certain degree of criticality and engagement with the course literature.	The student describes and discusses theories about the relationship between bilingualism and cognition with a certain degree of criticality and engagement with the course literature.
<b>Fx</b>	The student does not meet one of the criteria for a grade of E.				
<b>F</b>	The student does not meet two or more of the criteria for a grade of E.				