



Psychology Department

## PSY 4090-1 Special Studies in Psychology - Multilingualism

4 units

*Fall 2026*

| INFORMATION                       | SPECIFICS FOR THE COURSE                                                                                                                    |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructor title and name:</b> | Ashley Leung, Ph.D.                                                                                                                         |
| <b>Meeting time and location:</b> | MWF 12:15 – 1:20pm: Taylor 314                                                                                                              |
| <b>Contact:</b>                   | aleung@pointloma.edu                                                                                                                        |
| <b>Office location and hours:</b> | Culbertson 206, by appointment<br><a href="https://calendar.app.google/fLA6JPegTZZTxhGv9">https://calendar.app.google/fLA6JPegTZZTxhGv9</a> |

## PLNU Mission

### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## Course Description

More than half of the human population speaks more than one language. How do the languages we speak influence the way we talk, think, and act? Is there really a “bilingual advantage”? In this discussion-based course, we will explore the psychology of multilingualism. We will examine adult and developmental empirical research to consider the differences and similarities between bilinguals/ multilinguals and monolinguals, from the way they acquire language as babies, to how they make

decisions and experience emotions as adults. We will also discuss how we use language and accents to make judgments about others.

## Course Learning Outcomes

- Master concepts and theories related to multilingualism
- Critically analyze empirical research and integrate information across multiple studies
- Engage with complex and nuanced research findings
- Identify limitations of research studies, evaluate whether a particular research method is best suited for the research question at hand, and generate novel research questions based on existing literature

## Required Texts and Recommended Study Resources

Most of our readings will be empirical research articles, which I will provide through Canvas. Please check Canvas modules to access our weekly readings. IMPORTANT NOTE: Unless otherwise stated, you are expected to have completed the readings for the day *before* attending class, and be ready to discuss your thoughts and ask questions.

We will also read a non-fiction book, *How You Say It* by Dr. Katherine Kinzler, which references some of the research articles in this class. We will not be reading the book in its entirety nor will we be reading chapters in order, so please pay attention to which chapter(s) is/are assigned.

Kinzler, K. D. (2020). *How you say it: Why we judge others by the way they talk—and the costs of this hidden bias*. Mariner Books.

Students are responsible for having the required course textbooks prior to the first day of class. A physical copy of Dr. Kinzler's book is strongly recommended, but an ebook is an acceptable alternative.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

## Assessment and Grading

Grades will be based on the following:

Attendance and participation: 20%

In-class paper presentation: 15%

- 5% Presentation outline

-10% Presentation + facilitating discussion

Reading notes: 15%

Paper assignment: 20% total

- 5% Annotated bibliography

- 5% Paper outline

- 10% Final paper

Final presentation: 10%

### **Attendance and participation**

Your attendance and active participation are crucial for your learning in this course. Class time is where we share our thoughts about the readings, ask questions about the reading (and beyond), and learn from one another.

I understand that some people are less comfortable speaking up in group settings. I encourage you to come prepared with a few thoughts that you would like to share each time and remember that what you have to say is likely very interesting to others in this class. There are also other ways I assess participation—small group activities, think-pair-share, etc. If you are concerned about participation, please reach out to me via email or make an appointment to visit my office hours.

Please note that PLNU also has an attendance policy, which you can find later in this syllabus. Cumulative absences amounting to more than 20% of classes may lead to de-enrollment from this course.

### **Grade Scale Based on Percentages**

| A        | B        | C        | D        | F              |
|----------|----------|----------|----------|----------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F Less than 59 |
| A- 90-92 | B 83-86  | C 73-76  | D 63-66  |                |
|          | B- 80-82 | C- 70-72 | D- 60-62 |                |

## Course Schedule

| Week<br>(Dates) | Topic                                                  | Reading / Assignments                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1          | 8/31: Welcome/ Introduction                            |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 | 9/2: Language in the womb                              | ( <i>In class</i> ) Moon, C., Cooper, R. P., & Fifer, W. P. (1993). Two-day-olds prefer their native language. <i>Infant Behavior &amp; Development</i> , 16(4), 495–500.                                                                                                                                                                                                                                                      |
|                 | 9/4: Why learn about bilingualism / multilingualism?   | <i>How You Say It: "Introduction"</i> (pp 12-22)<br><br>Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the Early Years: What the Science Says. <i>LEARNing landscapes</i> , 7(1), 95–112.                                                                                                                                                                                                                      |
| Week 2          | 9/7: No Class (Labor Day)                              |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                 | 9/9: Bilingual from birth                              | Byers-Heinlein, K., Burns, T. C., & Werker, J. F. (2010). The roots of bilingualism in newborns. <i>Psychological science</i> , 21(3), 343–348.                                                                                                                                                                                                                                                                                |
|                 | 9/11: Perceptual tuning in monolinguals and bilinguals | Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. <i>Infant behavior and development</i> , 7(1), 49-63.<br><br>Singh, L., Loh, D., & Xiao, N. G. (2017). Bilingual infants demonstrate perceptual flexibility in phoneme discrimination but perceptual constraint in face discrimination. <i>Frontiers in psychology</i> , 8, 1563. |

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| Week 3 | 9/14: Early language learning                           | Byers-Heinlein, K., Chen, K. H., & Xu, F. (2014). Surmounting the Tower of Babel: Monolingual and bilingual 2-year-olds' understanding of the nature of foreign language words. <i>Journal of Experimental Child Psychology</i> , 119, 87-100.                                              |
|        | 9/16: Using contextual cues to learn language           | Weatherhead, D., Kandhadai, P., Hall, D. G., & Werker, J. F. (2021). Putting mutual exclusivity in context: Speaker race influences monolingual and bilingual infants' word-learning assumptions. <i>Child Development</i> , 92(5), 1735-1751.                                              |
|        | 9/18: Comparing monolingual and bilingual word learning | <i>Read Introduction; We will read Experiments 1 and 2 together in class</i><br><br>Singh, L., Fu, C. S., Tay, Z. W., & Golinkoff, R. M. (2018). Novel word learning in bilingual and monolingual infants: Evidence for a bilingual advantage. <i>Child Development</i> , 89(3), e183-e198. |
| Week 4 | 9/21: Are bilinguals better at reading body language?   | Yow, W. Q., & Markman, E. M. (2011). Young bilingual children's heightened sensitivity to referential cues. <i>Journal of Cognition and Development</i> , 12(1), 12– 31.                                                                                                                    |
|        | 9/23: Bilingual children in conversation                | Gampe, A., Wermelinger, S., & Daum, M. M. (2019). Bilingual children adapt to the needs of their communication partners, monolinguals do not. <i>Child development</i> , 90(1), 98-107.                                                                                                     |
|        | 9/25: Effects of multilingual environments              | Fan, S. P., Liberman, Z., Keysar, B., & Kinzler, K. D. (2015). The exposure advantage: Early exposure to a multilingual environment promotes effective communication. <i>Psychological science</i> , 26(7), 1090-1097.                                                                      |

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| Week 5 | 9/28:                                                                     | <i>How You Say it: "Native Tongues"</i> (pp. 62-96)                                                                                                                                                                                    |
|        | 9/30: A "critical period" for second language acquisition?                | Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. <i>Cognitive Psychology</i> , 21(1), 60–99.      |
|        | 10/2: How does early exposure influence later learning?                   | Au, T. K. F., Knightly, L. M., Jun, S. A., & Oh, J. S. (2002). Overhearing a language during childhood. <i>Psychological science</i> , 13(3), 238-243.                                                                                 |
| Week 6 | 10/5: Language as social division?                                        | <i>How You Say It: "How Language Divides Us"</i> (pp. 98-133)                                                                                                                                                                          |
|        | 10/7: Language-based social preference                                    | Byers-Heinlein, K., Behrend, D. A., Said, L. M., Girgis, H., & Poulin-Dubois, D. (2017). Monolingual and bilingual children's social preferences for monolingual and bilingual speakers. <i>Developmental science</i> , 20(4), e12392. |
|        | 10/9: Accent-based social preference                                      | DeJesus, J. M., Hwang, H. G., Dautel, J. B., & Kinzler, K. D. (2017). Bilingual children's social preferences hinge on accent. <i>Journal of Experimental Child Psychology</i> , 164, 178-191.                                         |
| Week 7 | 10/12: Children's development of language-based attitudes and preferences | <i>How You Say It: "Little Bigots?"</i> (pp. 164-198)                                                                                                                                                                                  |
|        | 10/14: Accents and trust in children                                      | Kinzler, K. D., Corriveau, K. H., & Harris, P. L. (2011). Children's selective trust in native-accented speakers. <i>Developmental science</i> , 14(1), 106-111.                                                                       |

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|        | 10/16: Norm-based judgments on speakers of different languages | Yow, W. Q., & Li, X. (2018). The influence of language behavior in social preferences and selective trust of monolingual and bilingual children. <i>Journal of Experimental Child Psychology</i> , 166, 635-651.       |
| Week 8 | 10/19: Accent-based judgments                                  | <i>How You Say It: "On the Basis of Speech"</i> (pp. 198-234)                                                                                                                                                          |
|        | 10/21: Development of accent-based stereotypes                 | Kinzler, K. D., & DeJesus, J. M. (2013). Northern = smart and Southern = nice: the development of accent attitudes in the United States. <i>Quarterly journal of experimental psychology</i> (2006), 66(6), 1146–1158. |
|        | 10/23: No class (Fall break)                                   |                                                                                                                                                                                                                        |
| Week 9 | 10/26: Accents and trust in adults                             | Lev-Ari, S., & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. <i>Journal of Experimental Social Psychology</i> , 46(6), 1093–1096.                               |
|        | 10/28: Accents and implications for the workplace              | Geiger, M. K., Langlinais, L. A., & Geiger, M. (2022). Accent Speaks Louder than Ability: Elucidating the Effect of Nonnative Accent on Trust. <i>Group &amp; Organization Management</i> , 48(3), 953-965             |
|        | 10/30: Accents and teacher evaluations                         | Subtirelu, N. C. (2015). "She does have an accent but...": Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors. com. <i>Language in Society</i> , 44(1), 35-62.         |

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| Week 10 | 11/2: What can we do?                                              | Sosa-Herrera, E., Silaj, K., Keushkerian, M. J., & Paquette-Smith, M. (2026). Evaluating the effectiveness of an awareness-based intervention on reducing accent bias in students' evaluations of instructors. <i>Assessment &amp; Evaluation in Higher Education</i> , 1–17. |
|         | 11/4: How does language influence attitudes towards mental health? | Heller, U. C., Grant, L. H., Yasui, M., & Keysar, B. (2024). Culturally Anchored Mental-Health Attitudes: The Impact of Language. <i>Clinical Psychological Science</i> , 12(2), 290-304.                                                                                     |
|         | 11/6: Language and public health communication                     | Schroeder, S. R., & Chen, P. (2021). Bilingualism and COVID-19: using a second language during a health crisis. <i>Journal of Communication in Healthcare</i> , 14(1), 20–30.                                                                                                 |
| Week 11 | 11/9: Language and health-related decisions                        | Geipel, J., Grant, L. H., & Keysar, B. (2022). Use of a language intervention to reduce vaccine hesitancy. <i>Scientific reports</i> , 12(1), 253.                                                                                                                            |
|         | 11/11: Risk aversion in native and foreign languages               | Keysar, B., Hayakawa, S. L., & An, S. G. (2012). The foreign-language effect: Thinking in a foreign tongue reduces decision biases. <i>Psychological science</i> , 23(6), 661-668.                                                                                            |
|         | 11/13: How language influences moral decisions                     | Cipolletti H., McFarlane S., Weissglass C. (2016). The moral foreign-language effect. <i>Philosophical Psychology</i> , 29, 23–40.                                                                                                                                            |
| Week 12 | 11/16: Mechanisms for the foreign language effect                  | Hayakawa, S., Tannenbaum, D., Costa, A., Corey, J. D., & Keysar, B. (2017). Thinking More or Feeling Less? Explaining the Foreign-Language Effect on Moral Judgment. <i>Psychological Science</i> , 28(10), 1387–1397.                                                        |

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|         | 11/18: “Heart” languages?                          | Caldwell-Harris, C. L., Tong, J., Lung, W., & Poo, S. (2011). Physiological reactivity to emotional phrases in Mandarin—English bilinguals. <i>International Journal of Bilingualism</i> , 15(3), 329–352.                                            |
|         | 11/20: I’ll say that in any language but my own    | Colbeck, K. L., & Bowers, J. S. (2012). Blinded by taboo words in L1 but not L2. <i>Emotion</i> , 12(2), 217–222.                                                                                                                                     |
| Week 13 | 11/23: Language and thought                        | Malik-Moraleda, S., Mahowald, K., Conway, B. R., & Gibson, E. (2023). Concepts Are Restructured During Language Contact: The Birth of Blue and Other Color Concepts in Tsimane’-Spanish Bilinguals. <i>Psychological Science</i> , 34(12), 1350-1362. |
|         | 11/25: No class (Thanksgiving)                     |                                                                                                                                                                                                                                                       |
|         | 11/27: No class (Thanksgiving)                     |                                                                                                                                                                                                                                                       |
| Week 14 | 11/30: Language co-activation in bilinguals        | Shook, A., & Marian, V. (2019). Covert Co-Activation of Bilinguals' Non-Target Language: Phonological Competition from Translations. <i>Linguistic approaches to bilingualism</i> , 9(2), 228–252.                                                    |
|         | 12/2: Language co-activation in bimodal bilinguals | Giezen, M., & Emmorey, K. (2016). Language co-activation and lexical selection in bimodal bilinguals: Evidence from picture–word interference. <i>Bilingualism: Language and Cognition</i> , 19(2), 264-276.                                          |
|         | 12/4: Lexical competition from non-present words   | Villameriel, S., Costello, B., Giezen, M., & Carreiras, M. (2022). Cross-modal and cross-language activation in bilinguals reveals lexical competition even when words or signs are unheard or unseen. <i>Proceedings of</i>                          |

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|---------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                      | <i>the National Academy of Sciences of the United States of America</i> , 119(36), e2203906119.                                                                                         |
| Week 15 | 12/7: Where do we go from here?                      | <i>How You Say It: "A Linguistics Revolution"</i> (pp. 236-269)                                                                                                                         |
|         | 12/9: The elusive "bilingual advantage"              | Paap, K. R., & Greenberg, Z. I. (2013). There is no coherent evidence for a bilingual advantage in executive processing. <i>Cognitive psychology</i> , 66(2), 232-258.                  |
|         | 12/11: Bilingualism, aging, and a possible advantage | Bialystok, E., Poarch, G., Luo, L., & Craik, F. I. M. (2014). Effects of bilingualism and aging on executive function and working memory. <i>Psychology and Aging</i> , 29(3), 696–705. |

### Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

*You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.*

*For more information about **LomaBooks**, please go: [HERE](#)*

## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day: **Monday, December 14, at 10:30am**. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the areas of child and adolescent development, and I will support you throughout your learning in this course.

## Late Assignments and Absences

All assignments are to be submitted/turned in by the deadlines stated on the syllabus and in Canvas. Most of the time, that would be by end of day (11:59pm) of the deadline. Incompletes will only be assigned in extremely unusual circumstances. Late assignments will receive the following reductions: 10% reduction per day late (e.g., a 100% score would become 90% if submitted one day late, 80% if two days late, and so on). After 3 days, assignments will no longer be accepted, and you will receive a 0 on that assignment.

PLNU has an attendance policy: a minimum of 80% attendance is required to pass a course. If you will not be able that proportion of classes, I encourage you to find a different section or take this course later. If you must be absent, please notify me as soon as possible. Absences on are permitted when:

- a. You are severely ill, or have a contagious respiratory illness
- b. There is a medical emergency / death in your immediate family
- c. You are travelling on university-approved travel (sports team, conferences, etc.). A note from the coach / professor / staff member in charge must be sent to me *at least* 2 weeks ahead of time

Absences that do not fall under the listed categories will be considered on a case-by-case basis.

Quizzes are taken at the beginning of class. If you miss class on a quiz day, you will receive a 0, unless you have an excused absence. If you are late to class, you will not receive extra time.

## Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the

University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## Artificial Intelligence (AI) Policy

You may use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (for this course, specifically written text) that will end up in any work submitted to be graded for this course. If an assignment requires or encourages the use of AI tools, it will be explicitly stated. If you have any doubts about using AI, please gain permission from the instructor. *Please state on your submission if you have used AI for ANY purpose during the completion of an assignment.*

## PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style

guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

# Use of Technology in the Classroom

Laptop use is not permitted during class. If there are specific reasons to use a laptop for some sessions, I will notify students ahead of time.

Note-taking on tablet devices are allowed ONLY if the tablet lays flat on the table and does not distract you or other students while in use. If I notice that tablet usage is distracting to anyone in the classroom, I reserve the right to request that students put away the tablet.

If you require accommodations for technology use, please reach out to me to discuss how we can best support you.

## Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)