

**San José State University
College of Education
Communicative Disorders and Sciences
EDSP 262-Speech and Language
in a Cross-Cultural Society
Fall 2009-ONLINE**

GENERAL INFORMATION

Instructor: Henriette W. Langdon, Ed.D. F-CCC-SLP
Professor- Communicative Disorders and Sciences

**THREE MONDAY FROM 5:00 PM-6:30 PM
MEETING FOR ELLUMINATE
MARK YOUR CALENDAR**



9-29; 10-27 and 12-1

Office: SH118 -B

Office Hours: Tuesdays : 1:00 PM-4:00 PM
Thursdays : 2:00 PM-4:00 PM
and/or by appointment 408-924-4019

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VISION STATEMENT

The faculty of the College of Education at San José State University agrees that excellence and equity matter- that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/ scholars in continuous development, dialogue, and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to changing circumstances

MISSION STATEMENTS

College of Education: The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and

ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

COURSE DESCRIPTION

Communication development and disorders in bilingual clients. Emphasis on the assessment of such disorders to the bilingual population.

PREREQUISITES

EDSE 102-EDSP124-EDSP 125-Consent from instructor

ASHA STANDARDS

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and *linguistic and cultural correlated of the disorders*.

COMPETENCIES

Upon completion of this course, the student will demonstrate:

- 1- Knowledge of theories and variables associated with successful second language acquisition and learning.
- 2- The ability to apply the literature on cross-cultural language socialization practices and culturally based values and beliefs to bilingualism and potential educational outcomes.
- 3- Understanding of research on bilingualism and its applications to teaching and learning a second language.
- 4- Understanding of the philosophical, legislative and practical issues involved in the implementation of bilingual programs in the US and abroad.
- 5- Best practices in assessing and intervention for bilingual students with language-learning disabilities. The role of the SLP
- 6- CLD Adult populations: Assessment and Intervention.
- 7- Current practices in working with interpreters and translators in assessment and intervention for CLD populations with various speech, language, learning and communication disabilities.

REQUIRED TEXTS

- Langdon, H.W. (2008). *Assessment and intervention for communication disorders in culturally and linguistic diverse populations*. Clifton, NY: Thomson-Delmar Learning
- Baker, C. (2007). *A parents' and teachers' guide to bilingualism*. (2nd Edition) Clevedon, UK: Multilingual Matters. Ltd.
- Langdon, H.W & Cheng, L.L. (2002). *Collaborating with interpreters and translators: A guide for professionals in the communication disorders field*. Eau Claire, WI: Thinking Publications.

REFERENCE MATERIALS

- August, D. & Hakuta, K (Eds) (1998). *Education of language minority children*: Washington, D.C.: National Research Council Institute of Medicine.
- Baker, C. & Jones, P.J. (1998). *An encyclopedia of bilingualism and bilingual education*: Clevedon, UK: Multilingual Matters
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy and cognition*. New York: Cambridge University Press.
- Brisk, M. (2005). *Bilingual Education: From compensatory to quality schooling*. (2nd Ed). Mahwah: N.J: Lawrence Erlbaum:
- Brice, A. (2002). *The Hispanic child: Speech, language, culture and education*. Boston, MA: Allyn & Bacon.
- Campbell, G. (1995) *Compendium of the world's languages*. New York: Roulledge.
- Campbell, G. (1998). *Handbook of scripts alphabets*. New York: Roulledge.
- Centeno, J. G., Anderson, R., & Obler, L. (Eds.) (2007). *Communication disorders in Spanish-speakers: Theoretical, research and clinical aspects*. Clevedon, England: Multilingual Matters.
- Cheng, L.L. (1991). *Assessment of Asian language performance*. Oceanside, CA: Academic Communication Associates.
- Crawford, J. (2004). *Educating English Language learners: Language diversity in the classroom* Los Angeles, CA: Bilingual Educational Services.
- Cummins, J. (1984). *Bilingualism and special education: Issues in Assessment and pedagogy*. Clevedon, UK: Multilingual Matters LTD.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters, LTD.
- De Bot, K., & Makari, S. (2005). *Language and aging in multilingual contexts*. Clevedon, England: Multilingual Matters.
- Dewacle, J.M., Hiysen, A., & Wei, L. (2003), *Bilingualism: Beyond basic principles*. Clevedon, UK: Multilingual Matters, LTD.
- Dicker, S. (2003). *Languages in America: A pluralistic view*. Clevedon, UK: Multilingual Matters, LTD.
- Echevarría J., Vogt, M., Short, D. (2004) (2nd Ed.). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson.
- Extra, G., & Gorter, D. (Eds), (2001). *The other languages of Europe: Demographic, sociolinguistic and educational perspectives*. Clevedon, UK: Multilingual Matters, LTD.

- Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*: Baltimore: Brookes.
- Goldstein, B. (2004) (Ed.), *Bilingual language development and disorders in Spanish-English speakers*. (pp.259-285). Baltimore: Brookes Publ.
- Hornberger, N. (2003). *Continua of biliteracy. An ecological framework for educational policy, research, and practice in multilingual settings*. Clevedon, UK: Multilingual Matters LTD.
- Katzner, K. (2002). *The languages of the world*. London: Routledge
- Kayser, H. (2007). *Understanding and educating Latino preschool children*. San Diego, CA: Plural Publications
- Kimbrough O.D. & Eilers, R.L. (2002). *Language and literacy of bilingual children*. Clevedon, UK: Multilingual Matters LTD.
- Kohnert, K. (2007). *Language disorders in bilingual children and adults*. San Diego, CA: Plural Publications.
- Lynch, E. W. & Hanson, M.J. (2004) *Developing cross-cultural competence: A guide for working with children and their families (3rd.Ed.)*. Baltimore: Brooks Publishing Company.
- McLeod, S. (Ed.), (2007). *The international guide to speech acquisition. Clifton Park: N.Y. Thomson Delmar Learning*.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education (4th ed)*. Boston: Pearson:
- Puyuelo, S M., Rondal,J.A. & Wiig, E. (2000). *Evaluación del lenguaje*. Barcelona, Spain: Masson.
- Roseberry-McKibbin, C. (2007). (3rd.Ed). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates.
- Roseberry-McKibbin, C. (2007). *Increasing the language skills of students from low-income backgrounds*. San Diego, CA: Plural Publications.
- Roseberry-Mc.Kibbin, C., Brice, A., & O'Hanlon, L. (2005). Serving English-language learners in public school settings A national survey. *Language, Speech, and Hearing Services in Schools, 16, 1:48-61*
- Trumbull, E., & Farr, B. (2005) *Language and learning: What teachers need to know*. Norwood, MA: Christopher Gordon.

Journals:

Journal of Multilingual and Multicultural Development
 Multicultural Perspectives
 Second Language Acquisition Journal
 Teachers of English to Students of Other Languages (TESOL)
 The Bilingual Family Newsletter
 Multiple Voices-Journal of the Multicultural and Linguistic Division of CEC

Websites (Some key sources)

NABE

CABE

Resources and links to Bilingual Education

Bilingual Education Resources on the Net

Bilingual Education in California

CDE Bilingual Education Network

Bilingual Therapies.

National Clearinghouse for Language Acquisition and Bilingualism (NCLAB)

COURSE OVERVIEW

Subject to modifications depending on students' needs. Just like an IEP!!


Please note that we have different topics each week that begins on Mondays


You need to complete the readings and answer by the time indicated within the assignment. Each assignment is worth a certain number of points.


Specific instructions on how to complete each assignment can be found under Notes for each Seminar. Also, you will find criteria on grading each assignment under Discussions.

I am going to post only one or two assignments at a time. These are listed in **RED**.

DATE	TOPICS AND ASSIGNMENTS
Week of 8-24	<p style="text-align: center;">Seminar 1</p> <p style="text-align: center;">Introductions: Responding to Questionnaire Definitions-Facts and Figures about CLD Populations Langdon-Chapter 1</p> <p>Seminar 1-A (25 pts): Responding to Questionnaire due 9-3 Seminar 1-B (35 pts): Facts and Figures on Various Groups due 9-9</p>
Week of 9-7	<p style="text-align: center;">Seminar 2</p> <p style="text-align: center;">Second Language Development Langdon-Chapter 2</p> <p>Seminar 2 (50 pts): Results of Interview with Bilingual Speaker due 9-15 Seminar 2-B (15 pts): Comments to three members of the class due 9-17</p>
Week of 9-14	<p style="text-align: center;">Seminar 3</p> <p style="text-align: center;">Dual Language Processes</p> <p>Seminar 3-A (35 pts): Definitions/Interviews due 9-25 . PLEASE ONE ENTRY PER GROUP. Support your statements with at least three references. One of the references has to be: Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In Street, B., & Hornberger, N.H. (Eds.),</p>

	<p><i>Encyclopedia of language and education, 2nd.Ed. Vol.2: Literacy.</i> (pp.71-83). New York: Springer Science and Business Media LLC.</p> <p>Seminar 3-B (15 pts) due 9-30. Comments. Further instructions can be found under Notes for this seminar.</p>
<p>Week of 9-23</p>	<p style="text-align: center;">Seminar 4 Optimal Second Language Learning Langdon-Chapter 3</p> <p>Seminar 4 (30 pts) due 10-5. Based on the readings write a list of 10 strategies that seem to work best for ELL students. Read details in the body of Seminar 4. E-mail your answers to me directly (cutting and pasting)</p>
<p>Week of 9-28 Illuminate 5:00 PM-6:30 PM</p> 	<p style="text-align: center;">Seminar 5 Connections to Schools, Health Care and Other Agencies Langdon- Chapter 4</p> <p>Seminar 5-A (35 pts) due 10-12. Compile all pertinent information for a given group like Hispanic, African American, etc. discussed in this Chapter for each group in a brochure-like format. Work as a group. One handout per group only please. Supplement your information from other three sources besides the book. One of them must be: Centeno, J.G. (2009). Issues and principles in service delivery to communicatively impaired minority bilingual adults in neurorehabilitation. <i>Seminars in Speech and Language, 30</i>, 139-152. Cheng, L-R.L (2009). Creating an optimal language learning environment : A focus on family and culture. <i>Communication Disorders Quarterly, 30</i>, 69-76</p> <p>Group 1-Hispanics Group 2-African Americans Group 3-Anglo European Group 4-Asian American and Pacific Islanders Group 5-Native American Group 6-Arabic Populations Group 7- Indian Populations</p> <p>Seminar 5-B (15 pts) due 10-15. Provide at least three comments to three other groups. What may some advantages and disadvantages in separating linguistic/multicultural groups when discussing certain issues related to the topics discussed in this chapter?</p>

<p>Week of 10-6</p>	<p style="text-align: center;">Seminar 6 Assessment Issues for CLD Populations Langdon –Chapter 5</p> <p>Assessment of a bilingual student in the schools-CASE STUDY Use procedure suggested by the instructor. Begin now. Case study and commentary are due 11-2 (100 pts)</p>
<p>Week of 10-13 and 10-20</p>	<p style="text-align: center;">Seminar 6 (Cont) Assessment Issues for CLD Populations Langdon –Chapter 5 (Cont)</p>
<p>10-27 Elluminate 5:00 PM-6:30 PM</p> 	<p style="text-align: center;">Midterm 10 Fundamental Questions You Should Know in Your Sleep. Due 10-26 via e-mail (50 pts)</p> <p style="text-align: center;">BAKER-Parents' and Teachers' guide to bilingualism In Class Activity** through Elluminate BAKER-Assignment to be elaborated on later (50 pts).</p>
<p>Week of 11-2</p>	<p style="text-align: center;">Arriving at a Final Diagnosis Langdon-Chapter 6 CASE STUDY DUE (100 pts) due 11-2</p>
<p>Week of 11-9</p>	<p style="text-align: center;">Seminar 7 Planning Relevant Goals for CLD Children with Various Communication Disorders Langdon-Chapter 7</p> <p>Seminar 7. Write two goals and two objectives for the student whose case you wrote. Explain your rationale and the evidence-based foundations for your goals (all references must be evidence based) due 11-10 (30 pts).</p>
<p>Week of 11-16</p>	<p style="text-align: center;">Seminar 8 Working with Interpreters and Translators LANGDON & CHENG- Chapters 4-7</p> <p>Seminar 8: (Refer to specific pages in the textbook). Group 1: Summarize the important characteristics of an I/T. Group 2: What is the role of the interpreter and SLPs in interviews Group 3: What is the role of the interpreter and SLPs in assessment. Group 4: How should SLPs facilitate the process of interpreting? Group 5: How should we evaluate the effectiveness of an interpreted session? Group 6: What are the advantages and disadvantages of this process, and what should be done in the future? due 11-24 (50 pts)</p>

<p>Week of 11-30</p>	<p style="text-align: center;">Seminar 9 CLD Adults –Assessment and Intervention Issues Langdon-Chapter 8.</p> <p>Seminar 9 Group 1: Greatest challenges in working with older multicultural groups. Group 2: Assessment issues Group 3: Recovery patterns-what we know and don't know. Group 4: Materials available to assess CLD populations. Group 5: Best language(s) for intervention Group 6: Critique of the case study Grace and Leonardo The comments need to be supported by at least three references on of which must be: Kohner, K. (2009). Cross-language generalization following treatment in bilingual speakers with aphasia: A review. <i>Seminars in Speech and Language</i>, 30,174-186. due 12-8 (35 pts)</p>
<p>12-1</p> 	<p style="text-align: center;">ELLUMINATE Review Lecture by Dr. Langdon TBA</p>
<p>12-15</p>	<p style="text-align: center;">Final Reflection Due by noon (Use e-mail from class)</p>

GRADING POLICY

Project #1	9-23	100 points
Project #2	ongoing	100 points
In Class Activity	10-28	50 points
Mid Term	10-28	50 points
Project #3	12-9 or 12-16	150 points
Constructive participation		50 points
Total:		500 points

GRADING PERCENTAGES:

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D	60-69	F<	60		

GRIEVANCE PROCEDURE

Please refer to: Students rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM, SANCTIONS

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to the fulfill academic requirements. Plagiarism at SHSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs or parts thereof, or the specific substance of another’s, without giving appropriate credit, and representing the product as one’s own work, and

1.2.2 Representing another’s artist/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar words as one’s own.

<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMMODATIONS

If you need course adaptations because of a disability if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Policy may also be found in the SJSU Schedule of Classes.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the internet at

<http://www.drc.sjsu.edu/policies/default.htm>.

LIBRARY RESOURCES

You may view the full library catalog by clicking <http://www.library.sjsu.edu/>

Langdon, H.W. -EDSP 262

Please take a few minutes to tell me about yourself:
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Do you hold any job at the moment? What type of work?

What experience(s) have you had in working with multicultural/multilingual students/individuals?

What language other than English do you speak? _____

Where, how, did you acquire the language?

What is your proficiency (Rate yourself from 1 to 5)? ===Oral language:

Written language: _____

What would you like to learn in this class? _____

What is your definition of a good teacher? _____

How do you learn best? _____

Thank you!! ¡Gracias! Merci! Xiexie! Dziekuje!! Spasiwo!!

Henriette W. Langdon, Ed. D. F- CCC-SLP