

**San José State University**  
**College of Education/ Department of Communicative Disorders & Sciences**  
**EDSP 262, Speech and Language in a Cross-Cultural Society, Section 3, Fall, 2018**

**Course and Contact Information**

<b>Instructor:</b>	Marcella McCollum
<b>Office Location:</b>	Sweeney Hall 438
<b>Telephone:</b>	(408) 924-3688
<b>Email:</b>	Marcella.McCollum@sjsu.edu
<b>Office Hours:</b>	Mondays 3:30-4:00, and by appointment
<b>Class Days/Time:</b>	Tuesdays, 4:00 PM-6:45 PM
<b>Classroom:</b>	Sweeney Hall 433 (and online)

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

*This course is a hybrid course, designed to support both in person and online learning. Internet connectivity and a computer will be required. Access to Microsoft Word and Power Point is helpful in this class. Class assignments will be submitted on Canvas.*

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.*

**Course Description**

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

**Course Goals**

Upon completion of this course, students will be able to:

- Understand the historical perspectives and key assumptions underlying standardized testing
- Express current legal standards and restrictions in California regarding the assessment of children for determination of special education eligibility
- Identify their own biases and how they play a role in the relationship between clinician and families
- Identify multiple methods of creating an appropriate assessment plan
- Label the key skills required in collaborating with interpreters and translators.

- Generate treatment plans that are sensitive to a diverse population
- Identify how CLD clients/students are considered in their specific site (student teaching or externship)
- Identify characteristics of the top 5 languages spoken in the region (based on your project, you may research California as a whole, or a specific city, county, or district)

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Identify their own personal biases and cultural backgrounds (Assignments 1, 2, 3)
2. Identify common barriers to effective therapeutic relationships (Assignments 1, 3, 4)
3. Implement less biased assessment and intervention techniques (Assignments 5, 6, 7)
4. Explain historical perspectives and assumptions about testing (In class and readings)
5. Explain current legal standards and restrictions in California regarding the assessment of children for determination of special education eligibility (in class and readings)

### Required Texts/Readings

#### Textbook

No textbook- articles and videos will be assigned through canvas and available at SJSU or online.

#### Other Readings

*Fadiman, A. (1997). The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures. New York: Farrar, Straus, and Giroux.*

#### Other technology requirements / equipment / material

*Simucase Subscription is Required. Visit Simucase.com for details.*

*Access to internet regularly – articles and videos will be assigned through Canvas.*

#### Library Liaison

Suzie Bahmanyar, MLIS

[suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

408.808.2654

<http://libguides.sjsu.edu/CDS>

### Course Requirements and Assignments

- Course Assignments: There are seven major assignments in this class, along with several small assignments (discussions, class engagements, etc.). Your final evaluation will be an open and frank analysis of the key concepts. You will also be assigned laws, articles, etc. to read on a weekly basis. These readings will support your projects and should inform your assignments. These will be discussed in online forums that will occur throughout the semester.
- Assignment #1 (Due September 3, 2018)

All of us are shaped by the culture in which we were raised. In a 1-2 page paper, identify and discuss the cultural forces that have been powerful in your life. Your paper should be clear, concise, and well-organized. Grammar and spelling will be evaluated.

- Assignment #2 (Due November 26, 2018)  
Visit [Storycenter.org/stories](http://Storycenter.org/stories) for inspiration. Create a video that shares your story, specifically your cultural background. This video should be no more than 5 minutes, be concise. When you submit your entry, let us know if it can be shared or should remain private.
- Assignment #3 (Due September 24, 2018)  
Reflection: Read *The Spirit Catches You and You Fall Down*. Write a reflection on where you see the problems, which ones you may have fallen into. Describe the medical intervention, family beliefs, and communication styles that caused some of the biggest challenges with the family and medical establishment and give your opinion on how we can be better as medical providers, with our consideration of the families we work with. Tie this in to your first assignment and tell me what your personal challenges have been with bias and how you might modify your actions/thoughts to improve your interactions with people different from you.
- Assignment #4 (Due November 12, 2018)  
Demographic Analysis: You will gather in groups to determine the main linguistic characteristics of an assigned community (assignments will occur in person), as well as cultural differences that may vary from standard western American expectations. How might these differences impact testing, treatment, collaboration? This submission should be between 5-7 pages (please cite all sources you use). You will present your finding to your peers in a 7-10 minute sharing experience.
- Assignment #5 (Due November 26, 2018)  
Standardized Test Analysis  
You will review the test manual and test plates for a standardized test. Evaluate it in a well-reasoned, written submission. Discuss population tested, results, validity, any statements made to address CLD variables. You will give your opinion as to the strength of the test and the benefits/drawbacks to your test. In addition, you will give recommendations for alternate methods of assessing any area you deem to be inappropriate for your population. (groups of 2)
- Assignment #6 (Due December 3, 2018)  
Simucase
- Assignment #7 (Due December 3, 2018)  
Design a minimally biased therapeutic activity  
Consider any type of therapeutic activity and how you can remove bias to make it more inclusive. This will vary based on demographics, but you will define the activity and why it is universally appropriate as a therapeutic strategy and what goals can be targeted with the activity. Emphasis should be placed on designing this activity for the demographic you plan to work with after graduation.

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.  
Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), *Course Syllabi* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

*Final evaluation will be determined by critical self-reflection and analysis of materials studied throughout the semester. You will be given 3 hours on Tuesday December 18, and expected to complete a series of questions designed to measure your understanding of the concepts learned throughout the semester.*

**Grading Information**

Course Requirements	Description	%	Date Due
Assignments	Assignment #1 = 10 points Assignment #2 = 10 points Assignment #3 = 10 points Assignment #4 = 10 points Assignment #5 = 10 points Assignment #6 = 10 points Assignment #7 = 10 points Discussions, in class assignments, etc. = 20 points	90%	Varied
Final Exam		10%	Dec 18, 2018

**Grading Policy**

Grades will be determined using the grading system detailed above. Your letter grade is based on the following scale.

A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

Note: If final grade is within 0.04%, it will be rounded up. All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. Late assignments will be subject to a 10% grade drop per day late, unless you provide valid proof of an exigent circumstance.

**Classroom Protocol**

*It is expected that students will arrive on time (either in person or online), having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided,*

*and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and experience. This is a hybrid class, which means that much of this class will be online. Please close all web browsers/apps not directly related to this class if you are on your computer during class-time. All assignments are individual assignments and should be completed on your own unless otherwise indicated. If you use outside sources (other than those provided for you), you must indicate on your assignments what sources you used.*

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

# EDSP 262/Speech and Language in a Cross-Cultural Society Fall 2018

*Schedule is subject to change based on the pace and needs of the class.*

*Announcements will be made via Canvas. Readings will be assigned via Canvas, and links provided.*

## Course Schedule

Week	Date	Topics
1	8/21	What is Culture? What is Diversity? - Online
2	8/28	<b>Culture Shock- Generalizations and Stereotypes – In Class</b>
3	9/4	Myths and Facts- <b>online 6:00-6:45</b>
4	9/11	<b>Culture and Disability- in class</b>
5	9/18	History of Testing
6	9/25	<b>CLD Issues in pediatric populations – In class</b>
7	10/2	CLD Issues in adult populations
8	10/9	Interpreters and Translators
9	10/16	<b>Standardized Tests- In Class</b>
10	10/23	Standardized Tests
11	10/30	Laws
12	11/6	<b>Simucase- Demographics – In Class</b>
13	11/13	<b>IDEA – In class* (potentially online)</b>
14	11/20	Treatment
15	11/27	Advocacy
16	12/4	<b>Final Class – in class Presentations</b>
Final Exam	<b>12/18 Tues.</b>	<b>Final Examination</b>