

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, 2019

Course and Contact Information

Instructor:	Marcella McCollum
Office Location:	Sweeney Hall 438
Telephone:	(408) 924-3151
Email:	Marcella.McCollum@sjsu.edu
Office Hours:	Mondays 12:30-1PM, and by appointment
Class Days/Time:	Tuesdays, 4:00 PM-9:45 PM
Classroom:	Sweeney Hall 346 (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 , video editing, 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. In addition to the catalog description, this course will focus on identity, bias, and discuss the culturally diverse populations that we will serve and work with.

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.
- Develop 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

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, 6, 14)
2. Identify common barriers to effective therapeutic relationships (Assignments 1, 2, 6, 14)
3. Implement less biased assessment and intervention techniques (Assignments 3, 4, 5, 7, 8, 9, 10)
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

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

Library Liaison

Suzie Bahmanyar, MLIS
suzie.bahmanyar@sjsu.edu
 408.808.2654
<http://libguides.sjsu.edu/CDS>

Course Requirements and Assignments

- Course Assignments: There are seven modules that you will complete. Four of the modules have work that will be done in class with some additional follow up and three modules will be completed on your own. As part of those modules, you will be assigned laws, articles, etc. to read on a weekly basis. These readings will support your projects and should inform your assignments. Assignments highlighted in yellow will be completed in class together and will be explained in class. Assignments not highlighted will be described below and in Canvas.

1	My Identity	5 points	9/3
2	What's in a Name?	5 points	9/3
3	Knowledge/Skills/Attitudes	5 points	9/10

4	Theories of Language Acquisition	5 points	9/10
5	Language Differences	10 points	9/10
6	The Spirit Catches You	10 points	9/23
7	Reflection: Difference/Disorder	10 points	9/30
8	SLA: Difference/Disorder article article deconstruction	5 points	10/8
9	Standardized Test Deconstruction	5 points	10/8
10	Formal Assessment Writing Samples	5 points	10/8
11	Assessment Reflection	10 points	10/28
12	Interpreter/Translator Interview	5 points	11/25
13	I/T Video	10 points	11/25
14	Identity in Practice	10 points	12/2
15	Final Exam	5 points	12/17

- My Identity
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.
- What's in a Name?
This is an online graded discussion. See Canvas for details.
- The Spirit Catches You
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. If you wish to utilize a different book to complete this same reflective exercise, please meet with me to discuss your thoughts.
- Reflection: Difference/Disorder
Please reflect on the policies enacted/utilized in your setting. How are your dual language communicators evaluated and treated? How is language difference teased out from language disorder. How are patients/students/clients viewed from the lens of multiple languages? Who cares for the non-English language? How do you know how important the language is to the patients/students/clients? How comfortable is your supervisor/site with talking about issues related to linguistic diversity? How do you see identity tied into language?
- Assessment Reflection
Please write 500-750 words on your thoughts as to how we assess our CLD populations. What factors do we consider, what factors tend to be ignored? Where do you see bias? Are there systemic issues that impact how we assess students/patients/etc who are different from the mainstream? What do you see in your site? Are there challenges with our assessment process in general? If you could design an ideal way to determine our people who need help with communication/cognition/swallowing, what factors would

you make sure are considered? How should we be preparing our colleagues (inter professional) to look at people who are different from the dominant culture/language?

- Interpreter/Translator Interview

Ideally you would interview an interpreter, this activity is much more rich when you can speak with someone who interprets or has in interpreted for a living. If not, there is an option B.

Option B) interview someone who learned English after they learned their native language (sequential learner). They must remember learning English for this interview to count.

Ask them the following questions: What training have you received in the area of interpretation? What kinds of interpreting situations have you been in (work setting/ interpreting for meetings, assessments, appointments, etc)? Have them walk you through a typical interpreting appointment – how long are they, are they briefed ahead of time, do they debrief? Ask what type of interpreting they do (consecutive/simultaneous) and what the physical set up of the room is. Where do people look when speaking? Think of 4-5 additional questions. Submit both the interview and a reflection on your interview.

- I/T Video

Choose to gather into groups of 2, 3, or 4 students and produce a video that provides information on effective interpreting/translating, giving dos/don'ts. This video should be no more than 5-7 minutes long.

- The Identity in Practice assignment will be co-designed after class 1.

[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 1 hour on Tuesday December 17, 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	See Above for 14 assignments plus the final	95%	Varied
Final Exam		5%	Dec 17, 2019

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. For assignments due in class, they will be marked as late if not turned in when requested. For example, assignments collected at the start of class will be marked late if turned in at the end of class. Late assignments will be subject to a 10% drop per day late, unless you provide valid proof of an exigent circumstance within 24 hours. All assignments are individual assignments and should be completed on your own unless otherwise indicated. If you use outside sources (other than those indicated in an assignment), you must indicate on your assignments **all** sources you used. There will be two opportunities for extra credit in this class. Both will be announced on Canvas.

Classroom Protocol

It is expected that students will arrive on time, 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. Notes in this class are best taken with pen/pencil and paper. Computers will be used when we meet in person in this class. Please close all web browsers/apps not directly related to this class if you are on your computer during class. Please silence cell phones and use breaks as needed. 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.

Communication Protocol

I have an open door policy. If my door is open, you are always welcome to stop by, even if it is outside of office hours. I do encourage you to make sure all questions are answered either in class, or with your peers. Always feel free to ask questions in class. I appreciate the active learning!

If you are absent or late to class, please let me know why (if you can). It is your responsibility to check with a peer about information covered in any class that you miss. Please make sure you check with at least two peers prior to asking me about course content. I am happy to clear up any confusion.

I prefer face to face meetings but I know you are all various distances from campus, so I will publish a calendar with availability for Zoom conferences that you may self-select to meet. If you have questions as you are studying, please check with a peer. If you are still confused, you may send an email to Marcella.McCollum@sjsu.edu I will do my best to respond within 24 hours during the school week (Monday through Friday when school is in session) but may not respond over the weekend. Zoom is preferred.

When sending an email, or speaking about me, my personal pronouns are she, her, hers.

If you need course adaptations or accommodations because of a disability, 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>".

EDSP 262/Speech and Language in a Cross-Cultural Society Fall 2019

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	8/27	What is Culture? What is Diversity? In Class
2	9/3	Reflection on Bias/Privilege
3	9/10	Language Difference/Disorder - In Class
4	9/17	Language Difference/Disorder
5	9/24	Language Difference/Disorder
6	10/1	Laws Related to Bilingualism/Assessment
7	10/8	Assessment - In Class
8	10/15	Assessment
9	10/22	Assessment
10	10/28	Collaborating with Interpreters/Translators
11	11/5	Interpreters/Translators
12	11/12	Treatment Ideas
13	11/19	Treatment Ideas
14	11/26	Identity and Advocacy
15	12/3	Identity and Advocacy – In Class
Final Exam	12/17 Tues.	Final Examination online 5:15-7:30