

**San José State University
Lurie College of Education
Communicative Disorders and Sciences
EDSP 262-Speech and Language
in a Cross-Cultural Society
Winter 2014-Jan. 2 to Jan. 17
ONLINE**

GENERAL INFORMATION

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

LIVE ONLINE MEETINGS



Group 1: January 8, 2014 (3 PM-4: 30 PM West standard time)
Group 2: January 15, 2014 (3 PM-4: 30 pm West standard time)

COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of

Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & 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.

HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

COURSE DESCRIPTION

Communication development and disorders in bilingual clients. Emphasis on the assessment of such disorders concerning the bilingual/CLD 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- 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 TEXT

Langdon, H.W. (2008). *Assessment and intervention for communication disorders in culturally and linguistic diverse populations*. Clifton, NY: Cengage-Thomson-Delmar Learning

SELECTED REFERENCE BOOKS

- Baker, C. (2007). *Parents' and teachers' guide to bilingualism*. Clevedon, UK: Multilingual Matters.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Clevedon, UK: Multilingual Matters.
- 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:
- Centeno, J. G., Anderson, R., & Obler, L., (Eds.) (2007). *Communication disorders in Spanish-speakers: Theoretical, research and clinical aspects*. Clevedon, UK: Multilingual Matters.
- Cheng, L.L. (1991). *Assessment of Asian language performance*. Oceanside, CA: Academic Communication Associates.
- Comrie, B. (2011). *The world's major languages*. Kentucky: Routledge c/o Francis & Taylor.
- 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, UK: Multilingual Matters.
- Dicker, S. (2003). *Languages in America: A pluralistic view*. Clevedon, UK: Multilingual Matters, LTD.
- Echevarría J., Vogt, M., Short, D. (2012) (4th 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.
- Paradis, J., Genesee, J. & Crago, M. (2nd Ed) (2011). *Dual language development and disorders: A handbook on bilingualism and second language learning*: Baltimore: Brookes.
- Gass, S. & Mackey. A. (2013) (Paperback). *The Routledge Handbook of Second Language Acquisition*. Kentucky. Routledge c/o Francis & Taylor Group.
- Goldstein, B. (2012) (2nd Ed.), *Bilingual language development and disorders in Spanish-English speakers*. (pp.259-285). Baltimore: Brookes Publishing Company.
- Kayser, H. (2007). *Understanding and educating Latino preschool children*. San Diego, CA: Plural Publications
- Kohnert, K. (2007). *Language disorders in bilingual children and adults*. San Diego, CA: Plural Publications.
- McLeod, S. (Ed.), (2007). *The international guide to speech acquisition*. Clifton Park: N.Y. Thomson Delmar Learning.

- Roseberry-McKibbin, C. (2008). (3rd.Ed). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates. (Fourth Edition is forthcoming in 2014)
- Roseberry-McKibbin, C. (2007). *Increasing the language skills of students from low-income backgrounds*. San Diego, CA: Plural Publications.
- Thomas, C. (2012). *Growing up with languages: Reflections with childhoods*. Clevedon, UK: Multilingual Matters

Journals:

Journal of Multilingual and Multicultural Development
 Multicultural Perspectives
 Second Language Acquisition Journal
 Teachers of English to Students of Other Languages (TESOL)
 The Bilingual Research Journal

Websites (Some key sources)

- NABE (National Association of Bilingual Education)
- CABE (California Association of Bilingual Education)
- Multilingual Matters (Books on different topics related to Bilingualism)
- Routledge (Books related to different topics related to Bilingualism)

Resources and links to Bilingual Education-Summary of helpful websites can be found under New Jersey Depart. of Education

<http://www.state.nj.us/education/bilingual/resources/websites/orgs.htm>

- Bilingual Therapies.
- National Clearinghouse for Language Acquisition and Language Instruction Programs
- Center for Applied Linguistics

COURSE OVERVIEW

- Bilingualism and related issues such as development, proficiency over time and multiple factors that play a role in achieving bilingualism or multilingualism, which depend on personal, family, community, and political issues **cannot be covered in two weeks**. I will try to provide you with some essential concepts and important strategies through the topics to be studied. However, it is up to **YOU** to make most of this course. **I suggest that you work daily on this course as I will read and monitor your progress and needs on a daily basis as well. Therefore, your collaboration is essential.**
- Because the length of the class is so short, we will have only **four main topics /modules that include four projects/assignments as well as one final short exam on the last day of class (January, 17).**
- You will need **to read only one text** (Langdon, 2008), but supplement your knowledge by referring to the notes, which are attached for some of the topics. Also, I may ask

you **to support your statements with additional readings** that you will need to do on your own.

- There are numerous resources **online**, but **BE AN EDUCATED** consumer. Do not take the information at face value. **I will not accept sources** from the Internet unless they come from well -known sources or authors.
- **To receive credit for the live interaction, you must be present the entire time and participate at least once.**

IMPORTANT: You need to complete the assignment when it is due. For each hour it is turned late you will lose 20% of your grade.

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

DATE	TOPICS AND ASSIGNMENTS
Jan. 2-Jan. 7	<p style="text-align: center;">SEMINAR/MODULE 1</p> <p style="text-align: center;">Definitions-Facts and Figures about CLD Populations</p> <p>Notes on aspects that need to be considered in defining proficiency in a bilingual individual.</p> <p style="text-align: center;">Langdon-Chapters 1 and 2</p> <p>Assignment 1 (200 pts) due Jan.7 at noon.</p>
Wednesday, Jan. 8	Live Interaction- Group 1---3 PM-4: 30 PM
Jan. 8-Jan. 10	<p style="text-align: center;">SEMINAR/MODULE 2</p> <p style="text-align: center;">Optimal Second Language Learning-Variou s Bilingual Models</p> <p style="text-align: center;">Langdon-Chapter 3</p> <p>Assignment 2 (200 pts) due Jan.11 at noon.</p>
Jan.11-Jan 14	<p style="text-align: center;">SEMINAR/MODULE 3</p> <p style="text-align: center;">Assessment and Intervention Issues for Young and Adult CLD Populations</p> <p style="text-align: center;">Langdon –Chapters 5, 6,7 and 8</p> <p>Assignment 3 (200 pts) due Jan. 14 at noon.</p>
Wednesday, Jan. 15	Live Interaction- Group 2---3 PM-4: 30 PM
Jan.15 –Jan 17	<p style="text-align: center;">SEMINAR/MODULE 4</p> <p>Collaboration with Interpreters and Translators</p> <p>Refer to some of the readings in the Langdon book (pgs. 119-121)</p> <p>Assignment 4 (200 pts) due Jan.17 at noon</p>
January 17	Final examination online 3:00 PM-4: 30 PM Western Standard Time

GRADING POLICY

Project	Points
Assignment 1	200
Assignment 2	200
Assignment 3	200
Assignment 4	200
Participation in Live Interaction	50
Final	150

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		

LIBRARY RESOURCES

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

UNIVERSITY POLICIES

Academic Integrity Statement

- Let us start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be **STRICTLY** followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/index.html

- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

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 your university designated supervisor as soon as possible, or see her during office hours*.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. 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 website at: <http://www.drc.sjsu.edu/policies/default.htm>.