

EDEX 602
School Communities in a Pluralistic Society
Spring 2013

Course instructor: Barbara T. Conboy, Ph.D., CCC-SLP

Email: bconboy@csusm.edu

Course times: Fridays, 11AM – 2:50 PM

Office hours: Fridays, 3 – 4 PM

COURSE DESCRIPTION

This course covers the nature of language development and processing in bilingual (and multilingual) individuals, including the manifestation of speech and language impairments in these populations. Students will learn assessment and intervention practices with bilingual children, and also be introduced to clinical practices with bilingual adults. Students will also gain knowledge and skills related to ASHA Code of Ethics regarding “Cultural Competence”.

STUDENT LEARNING OUTCOMES

These outcomes are aligned with ASHA’s Practice Policies on Knowledge and Skills Acquisition and the California Commission on Teacher Credentialing standards. The activities and assignments in this course partially fulfill ASHA’s knowledge and skills acquisition requirements (KASA) for certification as a speech-language pathologist, Standards III-B,C,D,E,F,G,H; IV-B; and V-A, and CTC standards 1,2,3 and 5. **Upon completion of this course, students will be able to:**

1. Describe typical speech, language, communication, pragmatic and cognitive development (simultaneous and sequential) and language disorders (developmental and acquired) in individuals who speak more than one language (toolkit; final paper; class discussions and weekly reaction papers).
2. Describe variations in phonology, morphology, syntax, semantics, and pragmatics, and appropriate procedures for conducting language sample analyses with bilingual individuals (language sample analyses).
3. Apply strategies for differentiating language disorders from language differences in bilingual individuals (toolkit; language sample analyses).
4. Make evidence-based decisions regarding language assessment and treatment practices with monolingual and bilingual individuals (toolkit; final paper).
5. Make evidence-based decisions regarding educational placement and language intervention for children who do not speak English as a primary language (final paper; class discussions and weekly reaction papers).

These SLOs will be measured by a number of applied assignments (see below, pages 4-5).

COURSE GRADING STANDARDS AND ASSIGNMENTS

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

All assignments are due on the dates indicated, unless a revision to the due date is announced by the course instructor. Work submitted late, but within one week of the due date, will be accepted by reduced by one letter grade. Work received more than one week late will receive no credit.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA-6 style referencing in all professional writing. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc.) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such. The Writing Center is available for support (Kellogg Library 1103).

Letter grade (= total percentage points)

	B+ = 88.00-89.99	C+ = 78.00-79.99	D+ = 68.00-69.99	
A = 93 and above	B = 83-87.99	C = 73-77.99	D = 63-67.99	F – 59.99 and below
A- = 90.00-92.99	B- = 80-82.99	C- = 70-72.99	D- = 60-62.99	

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Assignments

20% (pass/fail) - Classroom participation and reaction papers (ASHA Standards III-B – H; IV-B; CTC items 1,2,3,5): You are expected to attend all class meetings, participate in class discussions, and complete all in-class exercises. Each week you will provide a 1-2 paragraph summary of your reaction to the readings for that week. This should be a synthesis of the course readings, across themes presented in the readings. I'm interested in hearing your opinion about the arguments put forth in these readings. In some cases, I will ask you for a more specific focus (this will be announced in class the week before). You will be expected to share your reactions and questions about readings with the class. If you have a valid reason to miss class (cleared with me), you'll be responsible for making up any missed work. We may have some modifications to the schedule this semester. These will be scheduled to accommodate students' schedules.

20% - Language sample analyses (Please note that this assignment is part of your portfolio; you will receive feedback and be expected to respond to this; ASHA Standards III-B, C, D, F; V-A; CTC items 3,5): You will analyze the content (lexical semantics), form (phonology, morphology, and syntax), and use (pragmatics) of a language sample from a bilingual child. This will be completed in 4 sections (each worth 5 percentage points of your overall course grade), and paced with the class discussions. You are expected to work individually on this and then in collaboration with one classmate, who will also analyze the same sample (details to be discussed in class). Initial due date is the week after the topic is discussed in class (see calendar).

40% - Clinical management toolkit (Please note that this assignment is part of your portfolio; you will receive feedback and be expected to respond to this; ASHA Standards III-C, D, F; IV-B; V-A; CTC items 1,2,3,5): You and a classmate will research and present in class two appropriate assessment measures and an appropriate treatment approach to use with a hypothetical case of a bilingual individual with a communication disorder (cases will be assigned by me). You will be expected to apply the principles of evidence-based practice (EBP), meaning that you will back up your choices with the following:

- 1.) Scientific evidence from the research literature. Ideally, this will include randomized controlled trials (RCTs) or quasi-experimental studies that have tested the approaches in question or related approaches. You should be prepared to discuss any weaknesses in the approaches that have been discussed in the literature, as well as any issues (e.g., linguistic and/or cultural bias) that you have noted.
- 2.) Careful, theoretically based reasoning backed up by basic research. Given that there is a relative dearth of RCTs and quasi-experimental studies on clinical methods with culturally and linguistically diverse individuals, we often have to rely on basic science (e.g., studies on how children learn, or how the brain works) to make clinical decisions.

You will present these toolkits in class on March 29, in a 10-15 minute presentation, with your classmate. You should prepare a joint PowerPoint presentation and either a short video clip or a live demo of one or more technique. Prepare 1 slide to introduce the case, 1 slide telling how you found sources, 1 slide for each technique, and 1 slide with conclusions (e.g., points you want your classmates to remember about any problems that you noted in your research). We will have approximately 3-4 presentations per hour, so please be respectful of your classmates and adhere to the time guidelines, and allow time for questions.

20% - Final paper (ASHA Standards III-B, C, D, F; IV-B; CTC items 1,3,5): Each student will write a short paper (approximately 5 pages, double-spaced, 12-font) that synthesizes literature on a topic discussed in class. Topics will be arranged individually with me. The purpose of this paper is for you to reflect deeply on a topic related to clinical practice with bilingual children with language disorders, read the scientific literature relevant to this topic (basic and applied studies), and synthesize this information into a document that can be used to guide clinical decision making. In other words, this paper should be more than a serial description of individual studies, it should be written in such a way as to convince your audience of a particular viewpoint that you form based on your reading of the literature. The paper will be graded for form (grammaticality, organization, brevity – “less is more”, clarity, use of proper APA-6 citation style in the text and reference list) and content (thoroughness of the review based on your integration of current review papers, opinion pieces, and scientific literature on the topic; the logic behind your arguments). This paper is due on April 15, 2013.

Readings

We will read selected book chapters and journal articles throughout the semester. The books listed below are required. Articles will be posted to the course website (or email), and will be available about a week prior to the class for which each reading is assigned. Students are expected to complete the readings prior to each class (with the exception of the first class meeting).

Dual language development & disorders, 2nd Edition (2011)

Authors: Johanne Paradis, Fred Genesee, Martha B. Crago. **Publisher:** Brookes.

ISBN - 978-1-59857-058-8

Increasing language skills of students from low income backgrounds (2008)

Author: Celeste Roseberry-McKibbin. **Publisher:** Plural.

ISBN - 978-1-59756-089-8

<i>Tentative Schedule (subject to change with advance notice)</i>		
JAN	25	<i>First class meets 11:00 AM – 2:50 PM</i>
FEB	1	<i>Second class meets 11:00 AM – 2:50 PM</i>
	8	<i>Third class meets 11:00 AM – 2:50 PM</i>
	15	<i>Fourth class meets 11:00 AM – 2:50 PM</i>
	22	<i>Fifth class meets 11:00 AM – 2:50 PM. First LSA due.</i>
MAR	1	<i>Sixth class meets 11:00 AM – 2:50 PM. TBA</i>
	8	<i>Seventh class meets 11:00 AM – 2:50 PM. Second LSA due.</i>
	15	<i>Eighth class meets 11:00 AM – 2:50 PM. Third LSA due.</i>
	22	<i>Ninth class meets 11:00 AM – 2:50 PM. Fourth LSA due.</i>
	29	<i>Tenth class meets 11:00 AM – 2:50 PM. Student toolkits presented.</i>
APR	5	<i>No Class (Spring Break)</i>
	12	<i>Eleventh class meets 11:00 AM – 2:50 PM</i>
	15	<i>Final papers due Monday April 15, 2013</i>

TOPICS AND REQUIRED READINGS

Part I: Bilingual development and processing

- 1/25/13: Overview of course. Bilingualism vs. monolingualism: what we do and don't know. Myths and realities. Paradis et al., Ch. 1, 2
- 1/25/13: Simultaneous and sequential bilingualism: learning processes, mechanisms, and outcomes. More myth-busting. Paradis et al., Ch. 3, 4, 5, 6, 7
- 2/1/13: The bilingual brain: "critical periods" for second language acquisition; aphasia in bilingual individuals. Even more myth-busting. Birdsong, 2006; Centeno, 2009; Lorenzen & Murray, 2008; Roberts, 2005
- 2/8/13: What SLPs need to know about bilingual education and literacy: models, history, legal battles, politics. Again, more myth-busting. Paradis et al., Ch. 8; Hakuta, 2011

Part II: Assessment of language and communication in monolingual & bilingual speakers

- 2/15/13: Introduction to assessment issues: Cross-cultural issues; ELL (English language learning) masquerades as a LLD (language learning disorder). Pragmatics. First language sample analysis (LSA) assigned. Paradis et al., Ch. 9; Roseberry-McKibbin, Ch. 1, 2, 3
- 2/22/13: Continue discussing Pragmatics. First LSA due. Begin discussing Phonology. Second LSA assigned. Re-read Paradis et al., Ch. 2; read Ch. 10
- 3/1/13: Students meet to work on joint projects. Other TBA.
- 3/8/13: Continue discussing Phonology. Second LSA due. Begin discussing Lexicon and Semantics. Third LSA assigned. Roseberry-McKibbin, Ch. 2 (re-read); other TBA
- 3/15/13: Continue discussing Lexicon and Semantics. Third LSA due. Discuss Syntax and Morphology. Fourth LSA assigned. Begin discussing the clinical management of a bilingual individual: What needs to be done differently? One language or two? Treatment evidence across populations. Readings TBA

Part III: Intervention

- 3/22/13: Fourth LSA due. Finish discussing Syntax and Morphology. Continue discussing the clinical management of a bilingual individual: Therapy techniques that have been shown to work and treatment evidence across populations. Roseberry-McKibbin, Ch. 4, 5, 7
- 3/29/13: Students present their toolkits. PowerPoint presentations turned in (TBA).
- 4/12/13: Wrap-up: Professional issues. What is a bilingual speech-language pathologist? Working with others (parents, professionals, and para-professionals). Being an advocate for bilingual/multilingual clients. Accessing appropriate professional development. Roseberry-McKibbin, Ch. 6, 8, 9 Final papers due Monday, 4/15/13.