

CMSD 4000
Seminar in Bilingual Issues in Speech Language Pathology
Fall 2003 - Tuesdays and Thursdays 3:30-4:45



INSTRUCTOR

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TEXTBOOK

Required

Hammers, J. F. & Blanc, M.H.A. (2000). Bilinguality and Bilingualism. Cambridge University Press.

Assigned articles available in OIT. All articles with a * are required reading for the course.



COURSE DESCRIPTION

This course addresses language development in bilingual children, bilingual education, assessment and intervention in bilingual children.

The purpose of this class is to provide you with the following information:

- C what bilingualism is and different definitions, descriptions and applications of bilingualism
- C understanding the impact of education on bilingual children
- C some general principles for assessment of children from a variety of cultural and linguistic backgrounds
- C general principles of intervention with bilingual children



By the end of the class you should be able to:

- C define and describe bilingualism
- C understand, analyze and integrate the different aspects that impact bilingual children and how these relate to speech-language pathology
- C understand the impact of cultural and linguistic issues in assessment results and intervention of bilingual children



COURSE POLICIES

- C Prerequisite: permission from the department. No co-requisites or cross-listings.
- C Code of conduct/Academic Honesty: All academic work must meet the standards contained in AA Culture of Honesty. @ All students are responsible for informing themselves of those standards before performing any academic work. The Student Honor Code of The University of Georgia states A I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others. @ In general, for this course, this means that you are encouraged to talk with your colleagues, but anything you turn in to me for course credit should be the product of your own work, and yours alone.
- C Students with special needs: If you need accommodations or have special needs for classroom success, please let me know within the first week of classes and provide me with documentation of the type of accommodations you need, so I can plan accordingly and make appropriate arrangements. If you do not know what accommodations you need, please let= meet to see what the next step should be.
- C Meeting deadlines: All assignments are due by the end of class of the date indicated. Assignments turned in later will result in a 5 point reduction.
- C Attendance: is required for success in the class; assignments are due in class and given in class, and you will be graded on class participation

TIPS FOR SUCCESS IN THE COURSE

To maximize your success in class, I highly recommend that

- C you do the readings before the class, be prepared to answer some questions, and prepare some questions for me
- C you ask questions in class when the material is unclear,
- C bring your own ideas to class,
- C start early on your projects to reduce stress and to help you integrate the information
- C study for comprehension, integration and application of the information; memorization alone will NOT help you learn the application skills you must demonstrate

DESCRIPTION OF EVALUATION PRODUCTS AND EXAMS

Exams

There will be two exams in class, where you will answer with short essays and use specific vocabulary. The exams will emphasize the material that has not been assessed, but you must be able to use earlier material. Please remember to study for critical thinking and application.

Date: Oct 7, Dec 16 -Tuesday 3:30-6:30 - final

Grading: 100 points each for a total of 200 points

Term Paper

You will sign up for a topic in which you will write a six-page (Max), double-spaced review of the literature in a specific area. Please try to keep it very focused so you can do a good job in gaining depth in one area of the class. Use APA style for formatting and references.

Grading: 30 points. You will be graded on content and integration of information (15 points), organization (5 points), grammar and APA style (5 points), and use of journal research articles rather than books and web articles (10) (5 points).

Due one week before the topic comes up in class

Class discussion of term paper (10 minutes)

You will summarize what you found in your term paper for the class. You will be graded on organization of ideas (3), implications for speech pathology (2), integration of information into the course (3) and being prepared (2).

Grading: 10 points

Date: when class discussion addresses topic as indicated in the outline

Class Participation

I will ask to random question about the readings in class throughout the semester. I will record and keep track of your appropriateness of response in class. You should demonstrate that you have done the readings and that you are prepared for class. You may get a maximum of 10 points for the class.

Summary of Evaluation Products

<input type="checkbox"/> Task	<input type="checkbox"/> Points	<input type="checkbox"/> Total Points
<input type="checkbox"/> Exams	<input type="checkbox"/> 100 each x 2	<input type="checkbox"/> 200
<input type="checkbox"/> Term paper	<input type="checkbox"/> 30 points	<input type="checkbox"/> 30
<input type="checkbox"/> Class discussion of paper	<input type="checkbox"/> 10 points	<input type="checkbox"/> 10
<input type="checkbox"/> Class participation	<input type="checkbox"/> 10 points	<input type="checkbox"/> 10
<input type="checkbox"/> Total	<input type="checkbox"/>	<input type="checkbox"/> 250

Final Course Grading

- no rounding up
- A 225 -250
- B 200 - 224
- C 175 - 199
- D 150 - 174
- F below 150

TENTATIVE SCHEDULE OF TOPICAL OUTLINE

Disclaimer. The course syllabus and schedule may be subject to change according to the needs of the students and pace of the course. Deviations will be announced by the instructor in class.

<input type="checkbox"/> WEEK	<input type="checkbox"/> Topics	<input type="checkbox"/> Reading	<input type="checkbox"/> Evaluations
<input type="checkbox"/> Week # 1 8/19-21	<input type="checkbox"/> Intro to bilingualism and culture	<input type="checkbox"/> Chapter 1	<input type="checkbox"/>
<input type="checkbox"/> Week # 2 8/26-28	<input type="checkbox"/> Measurement	<input type="checkbox"/> Chapter 2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<input type="checkbox"/> Week # 3 9/2-4	<input type="checkbox"/> Language development	<input type="checkbox"/> Chapter 3	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 4 9/9-11	<input type="checkbox"/> Bilingualism and cognition	<input type="checkbox"/> Chapter 4	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 5 9/16-18	<input type="checkbox"/> Development	<input type="checkbox"/> Chapter 5	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 6 9/23-25	<input type="checkbox"/> Brain and bilingualism	<input type="checkbox"/> Chapter 6	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 7 9/30-10/2	<input type="checkbox"/> Information processing	<input type="checkbox"/> Chapter 7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 8 10/7-9	<input type="checkbox"/> Cultural identity	<input type="checkbox"/> Exam 1 Chapter 8	<input type="checkbox"/> Exam 1- Chapters 1-7
<input type="checkbox"/> Week # 9 10/14-16	<input type="checkbox"/> Cultural identity	<input type="checkbox"/> Chapter 8	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 10 10/21-23	<input type="checkbox"/> Social issues	<input type="checkbox"/> Chapter 9 and 10	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 11 10/28-30	<input type="checkbox"/> Bilingual education	<input type="checkbox"/> Chapter 11 Fall Break	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 12 11/4-6	<input type="checkbox"/> Bilingual education	<input type="checkbox"/> Chapter 11	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 13 11/11-13	<input type="checkbox"/> Assessment of bilingual children	<input type="checkbox"/> ASHA - NO CLASS I WILL LEAVE YOU A SMALL GROUP ACTIVITY	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 14 11/18-20	<input type="checkbox"/> Language Assessment of bilingual children	<input type="checkbox"/> Restrepo (1998)	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 15 11/25-27	<input type="checkbox"/> Assessment of Adults	<input type="checkbox"/> <input type="checkbox"/> Thanksgiving	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Week # 16 12/2-4	<input type="checkbox"/> Intervention of children and adults	<input type="checkbox"/> Gutierrez-Clellen (2001)	<input type="checkbox"/> <input type="checkbox"/>

Final exam
Tuesday December 16, 3:30-6:30

