

COSD 60373
Normal Language Development in Bilingual Populations
Spring 2007
T,Th 3:30-4:50, MSH 111

Instructor: Maria L. Muñoz, Ph.D., CCC-SLP

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Course Description

Study of theories of first and second language acquisition; childhood bilingualism, societal and individual influences on bilingualism, neurolinguistic, psycholinguistic and sociolinguistic aspects of bilingualism.

Prerequisite: Graduate standing in speech-language pathology and/or consent of instructor. Credits: 3

Course Objectives*:

By participating in this course, students will be able to:

- Identify, obtain and integrate available resources to determine what is typical speech/language development in the client's/patient's speech community and communication environment.
- Articulate policies and procedures associated with education of English Language Learners.
- Explain how language socialization patterns affect language development and use for the child and his/her speech community.
- Describe patterns of typical speech and language development in bilingual children in relation to semantics, syntax, discourse and phonology.
- Predict the influence of a variety of factors, such as age and manner of second language acquisition (e.g. simultaneous v. sequential bilinguals) on the speech and language development of bilingual children.
- Understand normal processes of second-language acquisition, including language transfer, language attrition, interlanguage, and affective variables.
- Plan and interpret less-biased assessments of typical and disordered speech and language in bilingual children.
- Plan and implement treatment of disordered speech and language in bilingual children.

*Adapted from the American Speech-Language-Hearing Association. (2004). Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services. *ASHA Supplement 24*, in press.

KASA

This course is designed to address the following KASA requirements:

Standard III-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
• Basic Human Communication Processes
• Cultural

Required Texts

- Goldstein, Brian (2004). Bilingual Language Development and Disorders in Spanish-English. Baltimore, Maryland: Brookes Publishing.
- Goldstein, Brian (2000). Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists. San Diego, CA: Singular.
- Other readings as assigned.

Evaluation

<u>Assignment</u>	<u>Points</u>	<u>Grade %</u>	<u>Due Date</u>
1) Participation	50	12.5%	N/A
2) Project	100	25%	4/26/2007
3) Case Studies and Language Sample Analyses	100	25%	Various
4) Article presentation and annotated bibliography	100	25%	3/8/2007
5) Reaction Papers	50	12.5%	Various
Total	400	100%	

- 1) **Participation.** During most class meetings, you will participate in discussions regarding your reading. Teaching of concepts will evolve from the topics and issues you discuss from your readings. Participation grades will be based on the frequency with which you participate in discussions, obvious preparedness for class discussions, reaction papers, and the relevance of comments and questions to the topic under discussion. Please note, attendance does not equal participation.
- 2) **Project.** You will use available research and texts to produce a 30 minute in-service presentation on a topic related to bilingualism in children. Your grade will be based on you lecture notes, including detailed references, and your presentation.
- 3) **Case Studies and Language Sample Analyses.** During the semester you will be given case descriptions of bilingual children who may have communication impairments. You will be asked to apply readings and in-class discussions to the cases. For two cases you will provide a detailed, written report from assessment to treatment, including language sample analyses.
- 4) **Article Presentation and Annotated Bibliography.** In the process of preparing your final project, you will be reading a variety of published articles. You will prepare an annotated bibliography as handouts for your peers. You will select one of the journal articles you reviewed for your project to present in class. You will provide

a handout and conduct a 10 minute presentation for the class summarizing and critiquing the article.

- 5) **Reaction Papers.** During this course you will be asked to write reaction papers in response to class readings or discussion. The papers are an opportunity for you to reflect on the knowledge and skills taught in the course.

Grading

90-100	A
80-89	B
70-79	C
60-69	D
59↓	F

Class Attendance

Class attendance will not be formally monitored but you are expected to attend all classes. A substantial amount of material will be covered during each class period that will be difficult to learn and apply if you are not present for the lectures and discussions. You are responsible for making arrangements with a fellow student to obtain lecture notes for any missed classes.

You should make every effort to be present. The class discussion is designed to challenge your understanding of the material and give me an opportunity to observe your performance and provide feedback regarding your understanding of the content. While performance is not graded, being present will help you gauge strengths and weaknesses relative to the topics covered.

Deadlines

You are expected to submit all assignments at the scheduled time and day. Deadline extensions will only be provided once per semester and only in the case of a critical emergency (for example, serious illness or injury). If you will be unable to take submit an assignment as scheduled, you need to notify me by phone or e-mail prior to the due date/time. If you miss an assignment without adequate cause, no extension will be provided and you will receive a score of zero. Assignments must be completed within 2 working days following the original due date. After this 2 day window, a letter grade will be deducted from the final score for each day the exam is not completed. Make-up opportunities will not be provided for in-class assignments.

Statement on Disability Services at TCU

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further

information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Academic Misconduct (Sec. 3.4 from the Student Handbook)

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course.

TCU Campus Resources for Students

Many resources exist on the TCU campus that may be helpful to students: Mary Coats Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 11); the William L. Adams Writing Center (257-7221, Rickel Bldg. 244); Student Development Services (257-7855, Student Center Rm. 220); and University Ministries (257-7830, Student Center Rm. 111).

Email Notification

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Schedule, Reading Assignments and Due Dates

Date	Topic	Readings
1/16	Introduction/ ASHA position statements	ASHA documents
1/18	Why study bilingualism and issues of cultural-linguistic diversity?	Stockman (1995)
1/23		Garcia-Coll et al (1996)
1/25	Defining Bilingualism	Valdes & Figueroa (1994) Ch. 1
1/30	Theories of 2 nd language acquisition (Cummins, Krashen, social-constructivism)	Goldstein (2004), Ch. 2 Goldstein (2000), p. 43-53
2/1	Bilingual Education (implications for monolingual and bilingual language development)	Genesee, et al (2004), Ch. 7
2/6	Language development: Semantics	Goldstein (2004), Ch. 3
2/8		Goldstein (2004), Ch. 4
2/13	Language development: Syntax	Goldstein (2004), Ch. 6,7
2/15		
2/20	Language development: Discourse	Goldstein (2004), Ch. 10
2/22		
2/27	Speech development: Phonology	Goldstein (2004), Ch. 11
3/1		
3/6	Code-switching, language loss and other considerations	Goldstein (2004), Ch. 8 Roseberry-McKibben (1994)
3/8	Article presentations	
3/13-15	Spring Break	
3/20	Less-Biased Assessment: A model	Taylor and Payne (1994)
3/22		Goldstein (2004), Ch. 5
3/27		Goldstein (2004), Ch. 9
3/29	TSHA	
4/3		
4/5		Peña, et al (2001)
4/10		Restrepo (1998)
4/12		
4/17	Treatment	Goldstein (2004), Ch. 13
4/19		Kohnert et al (2005)
4/24		
4/26	Project Presentations	
5/1	Project Presentations	