Course Description:
The linguistic and cognitive system will be examined in normal bilingual adults, compared to monolingual peers, and in bilingual adults with language disorders. Assessment and intervention strategies in bilingual adults’ communicative and cognitive disorders will be reviewed, and cross-cultural issues in the selection of assessment and intervention procedures will be considered.

This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:
Graduate Outcomes: 2A; 2B; 2C; 2D; 3A, 3B, 3C, 4B, 4C, 5D, 5E, 7A, 7D, 8A, 8B

At the end of the semester, the student will be able to:

- Demonstrate knowledge of models of bilingualism, including neurological, psychological, developmental, linguistic, and cultural bases, and their application to the clinical management of disorders in bilingual populations.
- Demonstrate knowledge of mechanisms of linguistic and cognitive change with normal aging in bilinguals, as compared to monolingual peers
- Demonstrate knowledge of mechanisms, assessment, and treatment approaches of communicative disorders in bilingual adults, including aphasia and Alzheimer’s Disease
- Integrate linguistic and cultural differences into assessment and treatment protocols.
- Evaluate current research methods used in bilingual studies, demonstrate their application to clinical and research practice, and integrate them into evidence-based clinical practice.

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:

IV-A: Knowledge of Basic Principles: Social and behavioral sciences

IV-B: Basic Communication and Swallowing Processes
Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis

IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Communication modalities (e.g., oral, manual, and augmentative and alternative communication techniques and assistive technology) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive function) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

IV-D: Principles and Methods of Prevention, Assessment and Intervention
Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders

IV-F: Research
Processes used in research and the integration of research principles into evidence-based clinical practice

California Commission on Teaching Credentialing (CTC) Standards:

General Program Standards
3: Educating Diverse Learners

Speech-Language Pathology Standards
1: Speech, Language, Hearing, and Swallowing Mechanisms
3: Speech, Language, Hearing, and Swallowing Disorders
4: Assessment of Speech and Language Disorders

Policies:
(1) When you email to ask general questions, the question and answer will be posted to blackboard (without your name). Please check blackboard periodically for answers to common questions. You can also post directly to the blackboard forum to ask a question, and you may answer other students’ questions or ask follow-up questions. You are encouraged to use the Blackboard Discussion Board as a study tool.
(2) All assignments must be submitted on time. To be fair to other students, 5 percentage points will be deducted from the assignment grade for every day the assignment is late. Please plan ahead.

Required Texts:
Readings and lecture notes will be placed on Blackboard, https://blackboard.sdsu.edu/.

Helpful Hints for Class Success:
1. Prepare for class. It will be essential to complete reading assignments / questions on time.
2. Come to class. Much of the material that will be presented and discussed during class is not directly covered in readings.
3. Participate in class discussions, read and contribute to the class discussion board, and find a study-group. This class requires critical thought and understanding of the bigger picture. Conversations with others will facilitate the learning process.
4. Review your class-notes after each class. Please ask questions if you do not understand! Be sure to speak up in class, consult your peers, and make use of office hours.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Points: 450 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Midterm Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>• Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>• Cultural/Linguistic Awareness Report</td>
<td>100 points</td>
</tr>
<tr>
<td>• Case Study Report: A clinical case report with implications for theory</td>
<td>100 points</td>
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<tr>
<td>• Answers to weekly reading questions (4, turned in at beginning of class)</td>
<td>100 points</td>
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Grading Policy:
You will be assigned a grade based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 % or more</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 %</td>
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<tr>
<td>B</td>
<td>83-86 %</td>
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<tr>
<td>B-</td>
<td>80-82 %</td>
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<tr>
<td>C+</td>
<td>77-79 %</td>
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<tr>
<td>C</td>
<td>73-76 %</td>
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<tr>
<td>C-</td>
<td>70-72 %</td>
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<tr>
<td>D+</td>
<td>67-69 %</td>
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<tr>
<td>D</td>
<td>63-66 %</td>
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<tr>
<td>D-</td>
<td>60-62 %</td>
</tr>
<tr>
<td>F</td>
<td>59 % or less</td>
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</table>
# COURSE SCHEDULE:
Check Blackboard for updates and details.

<table>
<thead>
<tr>
<th>Topic and Reading Assignment</th>
<th>Due in Class</th>
</tr>
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<tbody>
<tr>
<td><strong>January 22:</strong> Class 1 – <em>Why is Consideration of Bilingualism important in Research and Assessment / Intervention? Course Introduction and Overview</em></td>
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<tr>
<td>Resources:</td>
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<tr>
<td><em>Modern Language Association census map of languages spoken across the U.S., <a href="http://www.mla.org/census_map&amp;source=county">http://www.mla.org/census_map&amp;source=county</a></em></td>
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<tr>
<td><em>University of Birmingham Bilingualism Database, <a href="http://www.education2.bham.ac.uk/webapps/bilingualism/search.php">http://www.education2.bham.ac.uk/webapps/bilingualism/search.php</a></em></td>
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<tr>
<td><strong>January 29 – Today’s class will start at 4:05pm:</strong> Class 2 – <em>What are some Frameworks for Understanding and Making Predictions about Bilingual Populations? Cognitive Models</em></td>
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<tr>
<td>DUE: Due: Reading-question answers for Kroll &amp; Tokowicz (2005)</td>
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<tr>
<td><strong>February 5:</strong> Class 3 – <em>What are some Frameworks for Understanding and Making Predictions about Bilingual Populations? Brain-based Models</em></td>
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<tr>
<td>DUE: (1) <strong>Part 1, Cultural-Linguistic Awareness Report;</strong> (2) Reading-question answers for Abutalebi (2008)</td>
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<tr>
<td><strong>February 12 -- Today’s class will start at 4:05pm:</strong> Class 4 – <em>Is Language maintained similarly in Monolinguals and Bilinguals as they Age?</em></td>
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<tr>
<td>DUE: Reading-question answers for Schrauf (2008)</td>
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<tr>
<td><strong>February 19:</strong> Class 5 – <em>So what is Bilingual Aphasia? Introduction</em></td>
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<tr>
<td><strong>February 26:</strong> Class 6 – <em>How to Describe Complex Cases? Assessment Strategies in Bilingual Aphasia</em></td>
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<tr>
<td>DUE: Reading-question answers for Paradis (1987)</td>
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</table>

March 5: Class 7 – How to Describe Complex Cases? Orthographies and Reading Impairments


March 12: Class 8 – How to Describe Complex Cases? The Importance of Cross-Linguistic Research


Resources:

March 19: MIDTERM EXAM

March 26: Class 9: How best to treat Bilingual Aphasia? An overview of Treatment Approaches

DUE: Reading-question answers for Ansaldo et al. (2010)


April 2: Enjoy your Spring Break!

April 9: Class 10 – How does Bilingualism influence other Cognitive / Linguistic Disorders in Adults? Overview of a Sparse Research Base

DUE: (1) Cultural Awareness Report upload to Discussion Board; (2) Reading-question answers for Paradis (2008)


April 16: Class 11 – How important are Social Factors? Cultural Affiliation and Competence
DUE: Reading-question answers for LaFramboise et al. (1993)

- SLHS 672 Discussion Board Cultural/Linguistic Awareness Reports.
- ASHA’s Multicultural Issues Board (2004). Knowledge and skills needed by Speech-Language Pathologists and Audiologists to provide culturally and linguistically appropriate services.

Resources:

April 23: Class 12 – How do I gather and/or share information when I don’t know the language? Interpreters and Questionnaires

DUE: Reading-question answers for Christoffels & De Groot (2005)


DUE Sunday APRIL 27th at 11:59pm: Case Report Powerpoint presentation (submit via e-mail)

April 30: CASE PRESENTATIONS and group discussions, Day 1

May 7: CASE PRESENTATIONS and group discussions, Day 2

May 14: FINAL EXAM – 4pm-6pm

MIDTERM EXAM:
100 points (~22% of your final grade). If you miss the exam, you must take it during finals week. Please do not request an earlier or later test date for any reason; none will be approved. You must get permission from me to miss the scheduled exam, which will only be approved under remarkable circumstances.

Questions on the midterm will evaluate how well you can: (a) Recall demographics of bilinguals in the US, language families, and principles of research with bilinguals, (b) Describe cognitive and neurolinguistic models of un-impaired bilingual processing, (b) Discuss mechanisms of cognitive change with aging in bilinguals and monolinguals, (c) Describe and identify sub-types of bilingual aphasia, principles of assessment, and considerations / strategies for treatment. Questions on the midterm will consist of multiple-choice, matching a concept to a description, true/false, and short answers. Please use the Study Guide, feedback from assignments, and the Discussion Board on blackboard to prepare and to monitor your progress.

FINAL EXAM:
50 points (~11% of your final grade). Any student who finds it impossible to take a final examination on the date scheduled must make arrangements with the instructor to have an incomplete grade reported and must take the deferred final examination within the time allowed for making up incomplete grades. Please inform me early if you, due to circumstances out of your control, will miss the final exam. The final exam will include all course material, and will follow a format similar to the Midterm.

CULTURAL AND LINGUISTIC AWARENESS REPORT (2-3 pages, single-spaced):
The Cultural and Linguistic Awareness Report will be worth group grade, 100 points (~22% of your final grade). The purpose of this project is to build awareness of characteristics of specific cultural / linguistic groups as they apply to providing services in CSD. Please follow the steps below:

1. By February 5th: Join a group of 3-4 of your peers and choose a cultural / linguistic group of interest to you (e.g., Chinese American, Mexican American, etc). To gather information, browse resources for Classes 1 and 8, the cultural competence websites in the Assignments folder on blackboard, and conduct a literature search through the SDSU library. Create a brief cultural/linguistic report:
a. **Language section:** Write a brief description of key differences between English and the other language (address 2 phonetic/phonological differences, 2 lexical differences, 2 morphological differences, and 2 syntactic differences). At the end of this description, list three bullet points clearly stating the **greatest linguistic hurdles** a native speaker of the other language may face when speaking English as a second language. Cite appropriate references using APA style.

b. **Culture section:** Write a brief description of key differences between the two cultures (e.g., clinically relevant differences in communication style, views towards disorders and western medicine, the social roles of women and children, etc). At the end of this description, list three bullet points clearly stating the **greatest cultural hurdles** a client from this culture may face in communicating and working with an SLP. Cite appropriate references using APA style.

Submit one paper copy of your plan in class, including (a), (b), and a plan for recruiting one informant per student in the group who identifies as a member of the culture you have chosen and speaks the associated language. **Group grade: Worth 20 points** (1 point will be subtracted each day late).

2. Each group member must find and interview a member of the cultural/linguistic group you have chosen (even if you yourself identify as part of this group). During the interview, do the following: (a) Administer the Abbreviated Multidimensional Acculturation Scale (AMAS), and ask your informant to fill out the Language Experience and Proficiency Questionnaire (LEAP-Q-optional); (b) Read and explain each bullet point on your cultural/linguistic profile list to the informant. First, ask them to rank how much they agree/disagree with this point on a scale from 0 (don’t agree at all) – 10 (strongly agree) in terms of (i) how it applies to themselves, and (ii) how it would apply to their cultural/linguistic community. Then (iii) ask them to provide any qualitative comments on their ranking decision. Finally, (iv) ask for feedback on whether there are important cultural/linguistic factors that you have not considered. **Take good notes or tape record the session.**

3. Write a brief report containing: (a) A description of your informants’ cultural affiliations and linguistic histories and abilities, based on the AMAS and the LEAP-Q. What is the relationship between their US American identification and identification with their second culture? What is the relationship between knowledge in English and knowledge in the other language? (b) A brief description of the relationship between the informants’ cultural affiliation and their linguistic profile. (c) In a table format, summarize quantitative data on how much the informants agreed with each bullet point. Provide an overall average score. In text format, discuss key aspects of qualitative information the informants provided. (d) Discuss how good of a fit the cultural/linguistic profile was with your informants, and any additions or caveats you would add to the profile. (e) Discuss what factors (age, length of stay in country, social group, etc) might influence extent that informants would agree with statements on the cultural/linguistic profile. (f) Highlight how a language disorder of your choice might present differently in the two languages, based on your review of the structural differences between the two languages. (g) Highlight 2-4 elements of the profile you think are most important to consider in treatment of individuals who identify with this culture. Finally, (h) include a references section with any resources you have used (be sure to use APA format).

4. **By April 9th:** Submit your report on the Blackboard Discussion Board in the section specific to the cultural/linguistic group of your report. Only acknowledge your informants by name if they gave you express permission to do so! Else, maintain confidentiality. Your report will serve as a resource for others in the class. **Group grade: Worth 80 points** (2 points will be subtracted each day late).

**FINAL CASE STUDY REPORT (In-class powerpoint presentation):**

(a) The final case study report will be worth 100 points (~22% of your final grade). You will collaborate on the report together with two of your colleagues. You will get the same grade for the joint powerpoint presentation you submit, although you may get different grades for your in-class presentation.

The stages of preparing the presentation are:

1. Choose two other class members, who will work on the case study with you, and choose a case study from the literature list of adult bilinguals with neurogenic disorders.

2. Carefully read and discuss the paper. **Prepare a powerpoint presentation that includes:**

   Blumenfeld, SLHS 672: Seminar in Communicative Disorders in Bilingual Adults
(a) Description of the case (highlight the most important aspects)
(b) Description of linguistic considerations that are relevant to the case
(c) Description of cultural considerations that are relevant to the case
(d) Description of assessment steps that were (or should have been) taken
(e) Description of treatment steps that were (or should have been) taken
(f) Description of a theoretical framework that can explain the nature of the case and/or recovery pattern. Explain why the framework you have chosen is the most appropriate.

(3) Please prepare a 10-minute presentation of your case. The presentation should include 6 slides: one for each point above, (a)-(f), and a title slide with your names listed alphabetically.

(4) By Sunday, April 27th: E-mail your powerpoint presentation to the instructor (1 point will be subtracted from your final presentation grades each day the assignment is late).

(5) Jointly present your case in class (April 30th or May 8th). After your 10-minute presentation, 10 minutes will be allotted for the class to discuss your case and ask questions. Your task will be to deliver your presentation to the class in 10 minutes. Please practice beforehand with a stopwatch, and do not read your presentation from notes. You will be graded on (1) clarity and completeness of your powerpoint (60 points, joint grade) (2) clarity of your oral presentation (30 points), and (3) ability to answer questions (10 points).

ANSWERS TO WEEKLY READING QUESTIONS:
For each class, there will be a list of learning objectives and questions regarding one of your readings. These objectives and reading questions are intended to guide you in learning important aspects of the material each week. For any FOUR out of the eleven weeks where class will be held, please carefully answer each of the five reading questions and turn in a paper copy to the instructor before class (worth 25 points each, for a total of 100 points, i.e., 20 of your grade).

Extra Credit Options (You may choose a maximum of ONE):
All extra credit assignments are due by May 1st; none will be accepted after this point.

(1) Maximum of 10 extra credit points (would raise your grade 2.3%). Visit the SDSU Student Research Symposium on March 7-8. You can learn more about the symposium at: http://srs.sdsu.edu/. Find one presentation (oral or poster) that relates to bilingualism, multiculturalism, biculturalism, or aging. Write a 1-2 page summary answering (a) what was the purpose of the study, (b) what was the design and task, (c) what did the researchers find, (d) how are these findings relevant to clinical practice, and (e) how do they relate to theories/models that we have discussed?

(2) Maximum of 10 extra credit points (would raise your grade 2.3%). Volunteer to participate in a research study on bilingualism at SDSU or UCSD. Hand in a note from the lab that you participated for class credit, briefly interview the experimenter after your participation, and write a 1-2 page summary answering: (a) What is the purpose of the study, (b) what are the hypotheses, (c) what is the design, (d) how might the study (in the long-run) be relevant to clinical practice, and (e) how does this study contribute to theoretical knowledge in the field of bilingualism?

(3) Maximum of 10 extra credit points (would raise your grade 2.3%). Write a 1-2 page summary of a bilingual client you have worked with or observed (be sure to maintain confidentiality). Include (a) a description of the client’s linguistic background, (b) a description of how the client’s bilingual status changed the case compared to a monolingual case; (c) assessment measures and treatment strategies that were used (or might have been used); (d) the relationship of this case to cases we have discussed (including theoretical models) or that you have seen in the readings; (e) resources that you think would have been useful to the clinician.
Remediation
Students in the M.A. program in speech-language pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the faculty of the Speech and Language Sciences Division. Each student’s academic and clinical progress will be addressed; remediation recommendations, if any, will be determined by the faculty of the Division.

Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

Religious Observances
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

Commitment to Diversity and Inclusion
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

Academic Honesty
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.

Per SDSU’s STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Examples of cheating include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

Examples of plagiarism include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.

California State University Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.