Course Overview

Instructor: Henrike Blumenfeld, Ph.D.
Email: hblumenf@mail.sdsu.edu
Work Phone: 619-594-7110
Office Location: SLHS-Room 225
Office Hours: TH 2:30-4:30pm or by appointment
Schedule office hours online at least 24 hours ahead of time: http://bit.ly/1zvdDuS

Schedule of Classes and Course Information

Time/Location
Class Days: Thursdays
Class Time: 5pm-7:40pm
Classroom: SLHS 201

Course Description

This seminar will focus on the study of language acquisition, processing, and disorders in linguistically diverse and bilingual populations. Issues to be discussed include phonological, morphological, syntactic, and semantic aspects of target languages.

Prerequisites
Consent of Instructor.

Adding/Dropping Procedures
Students may add the class – with instructor approval – anytime up until the schedule adjustment deadline. Students may drop the class anytime up until the university’s schedule adjustment deadline. After that date, they must obtain instructor approval per university policy. Students enrolled in the class who do not meet the prerequisite requirements will be dropped from the course during the first week of class.

Requirements

Required Materials
All readings are available for download from Blackboard. Students are responsible for required readings and are expected to have read the readings prior by the date they are assigned, as they will be discussed by the group.

Attendance and Participation
Class meetings will be of a discussion nature. Class participation will be factored into the final grade. Further, students are encouraged to make use of the time before or after class, my office hours, and the Blackboard Discussion Board to ask questions or further discuss concepts.
Take-home midterm exam (100 pts, 22% of your final grade)
The take-home midterm will be in essay format and will cover the first six units. Questions for the midterm will be posted online on Thursday March 10th. A 3-page double-spaced integrative essay should be submitted in class on March 17th, together with a list of references. Please follow APA formatting (e.g., https://owl.english.purdue.edu/owl/section/2/10/) and submit double-sided printouts.

Literature Review (125 pts, 28% of your final grade)
Each student is expected to (a) select a research topic in their area of interest; (b) formulate a research question; and (c) review of the literature addressing the question. A 1-page double-spaced topic proposal (including a preliminary research question) must be submitted in class on March 3rd (25 points). A 4-page double-spaced review of the literature pertinent to the approved research question and a separate list of references must be submitted in class on April 7th (please submit double-sided printouts, 100 points).

Research Proposal (175 pts, 39% of your final grade)
Each student will work on (a) a summary of their literature review paper and (b) a research proposal that will help address their research questions. A 5-minute powerpoint presentation and 2-page handout of the proposal will be presented in class by each student on April 21st (50 points). Your presentation should start with a clear stating of the research question, a very short overview of relevant literature, and a description of your proposed study, including the design and implications of the study. Please be prepared to answer questions about your proposal. Each student will write a short peer feedback commentary on blackboard for the two members of their assigned focus groups by April 28th (25 points). Focus groups will meet during class time on May 5th to discuss the proposals. The full written proposal will be due via turnitin by the end of the day on Saturday May 14th (100 points) and must include a title, a 100-word abstract, and a separate list of references at the end. The proposal should not exceed 6 pages (not including references), must be double-spaced and APA-formatted.

Classroom participation (50 pts)
Students are expected to participate actively in seminar discussions. Each week, each student is expected to (a) submit one or two questions and/or reactions for each assigned reading via blackboard before class (15 points); (b) share their thoughts and questions/reactions in class (15 points); and (c) facilitate one group discussion of a reading on the assigned date (20 points). Your classroom participation grade will be based on (a), (b) and (c).

Course Schedule (please check Blackboard for updates and details)

January 21: Overview, Introductions, and Discussion leader Signup

January 28: Unit 1 – Acquisition and processing in bilinguals: Bilingual Models
February 4: Unit 2 – Individual Differences in Second Language Acquisition (SLA)


February 11: Unit 3 – Typological and cross-linguistic variation


February 25: Unit 4 – Codeswitching


March 3: Unit 5 – Accounting for differences in bilingual performance: Measurement issues

**DUE: Research Topic**


March 10: Unit 6 – Cognitive processing in typical bilinguals

**Note: Questions for the take-home written exam will be posted today**


March 17: Unit 7 – Language disorders in bilinguals: Comparative research

**DUE: TAKE-HOME EXAM**


March 24: Unit 8 – Clinical identification in bilinguals


**March 31: Enjoy your Spring Break!**

**April 7: Unit 9: Language transfer and intervention**

**DUE: LITERATURE REVIEW**


**April 14: Unit 10 – Verbal working memory and other processing-based measures**

**DUE: Bialystok,**


**April 21: IN-CLASS PRESENTATION OF YOUR RESEARCH PROPOSALS**

**DUE: (1) Email your powerpoint to instructor by 10am today; (2) Upload a 2-page handout of your proposal to blackboard**

**April 28: Unit 11 – Reading in bilinguals**

**DUE: Peer feedback on blackboard**


**May 5: IN-CLASS ACTIVITY: Meet with your focus group and provide feedback / discussion of research proposals**

**May 14: RESEARCH PAPER DUE by noon or sooner**

**Policies**

**Classroom Behavior**

Students are expected to show respect to professors and classmates, and for the learning environment. Please refrain from texting or surfing the web during class, as it is distracting to those around you. Please make every attempt to participate in all classroom discussions, since this is a seminar.

**Blackboard**

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.

**Makeups/Incompletes**
There will be no opportunity for make-ups or incompletes except under emergency situations as determined by me or in special circumstances where arrangements are made in advance. Approved make-ups for missed exams will be scheduled during finals week.

**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.

**Opportunity for Extra Credit**
Students will have the opportunity to earn up to 5 points of extra credit toward their final course grade (1.4 percentage points) by (1) Visiting the SDSU Student Research Symposium on March 4-5. You can learn more about the symposium at: http://srs.sdsu.edu/. Find one presentation (oral or poster) that relates to bilingualism. Write a 1 page summary answering (a) what was the purpose of the study, (b) what did the researchers find, and (c) how are these findings relevant to clinical practice with bilinguals? OR (2) 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 page summary answering: (a) What is the purpose of the study, (b) how might the study (in the long-run) be relevant to clinical practice, and (c) how does this study contribute to theoretical knowledge in the field of bilingualism?

**Grading Scale**
Based on the total number of points earned out of a possible total of 450. Decimals will be rounded to the nearest whole number (.4 and lower will round down, .5 and higher will round up).

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**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.”

**Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.
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; 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.

CSU Executive Order 969 mandates faculty reporting of all incidents of academic misconduct.
Outcomes and Competences

SDSU Student Outcomes Assessment Program (SOAP)

SOAP Graduate Outcomes: 2A; 2B; 2C; 2D; 3A, 3B, 3C, 4B, 4C, 5D, 5E, 7A, 7D, 8A, 8B

At the end of the semester, given in-class and take-home assignments, the student will be able to demonstrate the following competencies:

- 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 throughout the lifespan in bilinguals, as compared to monolingual peers.
- Demonstrate knowledge of mechanisms, assessment, and treatment approaches of communicative disorders in bilinguals.
- 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 formulate novel research questions that will advance the field.

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 functioning) (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