

SHS 591 Seminar: Spanish Language Development as a First Language

Fall 2008 COURSE SYLLABUS

Mondays, 4:40-7:30 (150 minutes)
Room- Coor 2247

Prerequisite: SHS 565 – Speech and Language Acquisition, or permission by the instructor

Instructor: M. Adelaida Restrepo, Ph.D., CCC-SLP

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Office Hours: Tuesday 1:00-2:00
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Course Description

This course focuses on language development of Spanish as a first language or as one of the first languages in multilingual children. You will learn how Spanish-speaking and bilingual children develop different aspects of Spanish: phonological, morphological, syntactic, semantic/lexical, and narrative skills. In addition, we will discuss impact of culture on language, language processing, biliteracy, bilingual education, and language loss.

Method of Instruction

The format of the course is a SEMINAR. With my guidance you will be building your own knowledge. Part of this knowledge is formed through discussions with your peers in the class. Discussions are very important to the class and opinions that are supported should be valued and respected. Having different views does not impact your grade even if you disagree with mine or other students' views.

This course will include group and individual work on language sampling projects. A portion of the class will require use of the SALT computer program. It is assumed that students are familiar with PC computers and Windows operating systems. My role is to provide a framework for your learning, to be a resource for you, and to provide feedback about your learning. The language sampling procedures take time to learn, so I recommend that you start all your projects with enough time (EARLY) to reduce your stress.

Your grade is dependent on class participation and assignments.
ASHA Certification Standards and Objectives

Successful completion of this class will assist students in meeting the following knowledge and skill requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology:

Standard III-B: The applicant must demonstrate knowledge of basic communication and swallowing processes, including biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.

The student will identify linguistic and cultural characteristics related to language development of children who speak Spanish and are learning English as a second language in the following areas: phonology, morphology, syntax, semantics, literacy, and pragmatics.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders including their etiologies, characteristics, anatomical/physiological, acoustic, developmental and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

III-C Characteristics of receptive and expressive language (phonology, morphology, syntax, semantics and pragmatics) in speaking, listening, reading, writing and manual modalities

The student will learn to differentiate language difference from language disorders in the areas of expressive language: morphology, syntax, semantics, and pragmatics. It is expected that the student will also demonstrate these competencies in SHS 572, SHS 573, SHS 591 Preschool Language Disorders, and SHS 575.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

III-D. Assessment of receptive and expressive language

The student will develop the above listed principles in the areas of expressive language: morphology, syntax, semantics, and pragmatics related to Spanish-speaking children in the US. It is expected that the student will also demonstrate these competencies in SHS 572, SHS 573, SHS 591 Preschool Language Disorders, and SHS 575.

Blackboard

Blackboard is software designed to organize course information and to store course content so that it may be accessed via the Internet. To use blackboard you must have an ASU User ID. By enrolling in the course you are automatically entered into the Blackboard database. To access Blackboard go to <http://my.asu.edu/>. Information for this course, quizzes, and the points you earn will be posted to Blackboard. You should check Blackboard several times during the week for new information this course.

Textbooks & Resources

Required: Goldstein, B. (Editor) (2004) Bilingual language development and disorders in Spanish-English speakers. Brooks Publishing.

Miller, J., & Iglesias, A. (2006). Systematic Analysis of Language Transcripts (SALT, English & Spanish (Version 9) [Computer Software], Language Analysis Lab, University of Wisconsin-Madison.

Kohnert, K. (2008). Language Disorders in Bilingual Children and Adults.

Assigned readings

Recommended: Whitley, M. Stanley (2002). Spanish-English Contrasts: A Course in Spanish Linguistics 2nd Ed. Georgetown University Press, Washington D.C. 2002

Course Responsibilities & Requirements

The Arizona Board of Regents requires a minimum of 45 hours of work by each student per semester for each unit of credit. At least 45 contact hours of lecture, discussion, or evaluation as well as a minimum of 30 hours of student homework is required for each unit of credit. This means that for this 3-unit class you should expect an average of 6 hours of homework per week. The amount will vary according to topic and assignments. Plan to:

- Attend every class.
- Complete assigned readings by deadlines listed in the syllabus.
- Complete lessons and quizzes by due date.
- Take an active part in classroom discussion.

Class Notes

Notes will be posted on Blackboard right before class. Notes are intended to help you follow the lecture but they **DO NOT** provide all of the important class content. You must **attend** class to get the content necessary to pass the class and to help you **integrate** information.

Special Needs

I am happy to make the necessary accommodations for you to have full access to the class due to a temporary or permanent disability. Students with disabilities must make an appointment with me to discuss their particular needs during the first week of class and must be registered with the ASU Disability Resources for Students office.

Course Evaluation

You will have the opportunity to complete a course evaluation at the end of the semester. But, please feel free to give me your constructive comments about class via email or office visits at any time during the semester. Comments can be anonymous if left via a note in my department mailbox.

Code of Conduct

By enrolling in or auditing this course, you agree to be familiar with and abide by the ASU Student Code of Conduct and are subject to sanctions for violations of this code. The code of conduct applies to ALL aspects of this course throughout the semester. You should review the code and this syllabus on a regular basis. Excerpts from this code are part of the syllabus. You should be familiar with the entire code found at the web address provided.

For purposes of this class, even when you have worked on a project with others, the written work you turn in must be written independently, unless one of us specifies that you can produce only one document. Do not copy the work of others or allow your work to be copied. Guard against plagiarism in all of your work. When in doubt, please ask me how to reference materials correctly. Downloading papers and slightly changing them is still cheating AND plagiarism.

- **All forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism are not allowed.**

Arizona Board of Regents Policy Manual - University Policy Excerpts from 5-308 Student Code of Conduct

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

ASU Student Code of Conduct

<http://www.east.asu.edu/sta/u-life/housing/codeasu.htm>

Definitions

- "Cheating" means intentionally using or attempting to use unauthorized materials, information or study aids.
- "Fabrication" means intentional falsification or invention of any information or citation.
- "Plagiarism" means intentionally or knowingly representing the words or ideas of another as one's own.

The following misconduct is subject to disciplinary action: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.

Other Behaviors that improve your participation in class

- If you bring a computer to class, phone or blackberry, please do not check email or use the classroom computer for any purpose other than class work.
- Please turn your cell phone off during class. If you are expecting an important call please put phone on vibrate and step out of the class to answer it. This should not be done for routine matters.
- If you must leave class early or come in late, please find a place near the door and be sure to tell me about it ahead of time.
- Leave the classroom clean – pick up after yourself and others.
- If you write on the board please erase it at the end of the class.
- Talking when someone else is talking is disruptive and disrespectful. Please be an active listener.

Attendance & Participation

Most classes will include information that would be difficult to replicate outside of class, so please plan to attend every class. I will monitor your attendance, which will help me to make final grading decisions if you are 'on the border' between grades at the end of the semester. If you must miss a class, please notify me in advance via email or phone message.

Professional conduct is expected, including:

- active listening to the instructor and other members of the class
- respect others' opinions
- preparation for class so that you can discuss topics and complete work intelligently
- offering questions and comments during class
- visiting with the instructor after class or during office hours for clarification

Readings

Readings consist of chapters from the required textbook, assigned journal articles, and SALT software manuals.

Grading Plan

Labs

You will be given 5 labs to complete and interpret in summary form. Lab analyses can be completed in small groups of two or three students; however, the written summary should be completed individually. In order for me to see your decision-making process, please always **show ALL your work** in your analyses in a neat and easy-to-follow format. An automatic reduction of 5 points per analysis will affect your grade if you do not show ALL your work. You will be graded for both analysis accuracy and integration of information from class and the reading.

Grading: 20 points possible for each lab X 5 labs for a total of 100 points.

- 5 points for each analysis
- 10 points for integrating the information from class when interpreting the analysis
- 5 points for the write-up (form, organization, and content)

Due date: See syllabus for dates.

Term Paper

You will be given the opportunity to choose a topic from the first day of class until mid-semester. The term paper should review the literature in a specific area discussed in class. Each student will have a unique paper topic and will be expected to discuss the content of the final paper with the class on the last day of class and if ready during the class period in which the topic is discussed. Your paper should be *at least* 10 pages, double-spaced, 12 point font, with 1 inch margins. Use APA style. You should be able to end up with a conclusion about development or a future research question about Spanish development.

Grading: 100 points possible

- Form and Organization – 10 points: APA format, correct grammar and spelling, all references included
- Content – 40 points: critical reading of the research, integration of the different studies you read, and conclusions/summary

- Integration to class – 25 points – how does your paper compare to the material read and discussed in class.
- References – 10 points: 1 point for every data-base reference included (up to 10 points); You will not be credited for reviews of the literature on a topic, although you may use reviews to find original studies. Paper should be based on evidence in research.
- Application – 15 points: Clinical implications for assessment and intervention.

Due date: LAST DAY OF CLASS! December 8th.

Quizzes

You will have pop quizzes during the semester about your readings. I will focus on the main points of the readings, and not the picky details. The purpose is so you keep up with the readings.

Dates: Unannounced.

Final Exam

You will have a set of essay and analyses questions to answer in a two-hour exam. They will require you to integrate information from the different topics we covered during the semester and analyze language samples. Grading: 100 points possible
Date: Monday, December 15th at 4:40 in 2247

SUMMARY OF GRADE ASSIGNMENTS

Your final grade will be based upon accumulated points earned as follows: You can do one paper and one child's sample, or you can do two samples.

Task	Points	Total
Labs and sampling projects	5 @ 20 points each	100
Term Paper	1 @ 100 points	100
Pop Quizzes	4 out of 5 @ 25 points	100
Final exam	1 @100	100
	TOTAL	400

Semester Grades

360-400 = A = 90%
 320-359 = B = 80%
 280-319 = C = 70%
 240-279 = D = 60%
 < 240 = F

Tentative Schedule of Topics, Preparation, & Assignments

We may need to make adjustments depending on the pace of the class. I appreciate your flexibility.

W	Date	Topic	Advance Preparation Numbered Readings are Required (a-e Indicates optional but you must choose one or two as indicated the rest are FYI readings for your library)	Assignments Due
1	August 25	Course Introduction Socio-cultural aspects of Latino families Laida	1. Goldstein (2004) Chapter 1 & 2. Kohnert (2008) Chapter 2 Choose 1 (a-b) from below a. Valdez (1995) b. Hammer et al (2007)	Lab #1 assigned: SALT Tutoring transcription of language samples
2	September 1 (Labor Day)	NO CLASS	NO CLASS	NO CLASS
	September 8	Contrastive analysis – Gareth Second language acquisition Laida	1. Anderson & Centeno Chapter Whitley Chapter 1 (<i>optional</i>) 1. Chapter 6 in Genesee, Paradis, Crago (2004)	LAB # 1 DUE
3	September 15	Language Proficiency – Gareth Theories of language and SLA – Laida	1. Kohnert (2008) Chap 3 (p 53 – 82) Choose 1 (a-b) from below: a. Peña, Bedore, Rappazzo (2003) b. Gutierrez-Clellen & Kreiter, (2003) 1. Kohnert (2008) chapter 1 2. Gass & Selinker (2001) Chapter 14	
4	September 22	Phonological Development Gareth	1. Goldstein (2004) Chapter 11 2. (Goldstein, Fabiano, & Swazy Washington, 2005) Whitley Part 1-1 to 1-4 (<i>optional</i>) Choose 1 (a-b) from below: a. Anderson & Simth (1987) b. Goldstein, Fabiano, & Iglesias	Lab # 2 assigned: Phonological analysis

			(2004=	
5	September 29	Lexical development in infants; Lexical and semantic development in school age children Laida	1. Goldstein (2004) Chapters 4 and 5 Choose 1 a. Jackson-Maldonado (1993) b. Bedore, Peña, & Garcia, (2005) c. Peña, Bedore, & Zlatic (2002) d. Fuste-Herman et al (2006)	Lab # 2 DUE
6	October 6	Morphological Development Gareth	1. Goldstein (2004) Chapter 6 Whitley 5.0-5.1, 6.0 - 9.4 <i>(optional)</i> Choose 1 (a-d) from below: a. Gathercole, Sebastian & Soto (1999) b. Quesada & Maldonado (2005) c. Anderson (1998) d. Paradis (2005)	Term-paper outline DUE
7	October 13	Syntactic development Laida	1. Goldstein (2004) Chapter 7 Choose 1 (a-e) from below: a. Gutierrez-Clellen & Hofstetter (1994) b. Gutierrez-Clellen, Restrepo, Bedore, Peña, & Anderson, 2000) c. Restrepo et al (under review)* d. Jackson-Maldonado & Conboy (2007) e. Whitley 11.0–11.3 & 13–13.5	Lab #3 assigned: Syntactic Analysis
8	October 20	Narrative development Laida	1. Goldstein (2004) -Charter 10 Choose 1 (a-d) from below: a. McCabe, Bliss, & Mahecha (2003) b. Fiestas & Peña (2004) c. Bedore et al (2006) d. McCabe & Bliss (2005) Whitley 16 – 16.4 <i>(optional)</i>	Lab #3 DUE
9	October 27	Cohesion Laida	Whitley 10 – 10.5 <i>(optional)</i> Choose 1 (a-b) from below: a. Gutierrez-Clellen & Iglesias	Practice Cohesion Homework

			(1992) b. Gutierrez-Clellen * Heinrich Ramos (1993)	
10	November 3	Language Processing in bilinguals – Gareth	1. Goldstein (2004) Chapter 3 2. Kohnert, Windsor, & Yim, (2006) Choose 1 (a-b) from below: a. Gutierrez-Clellen, Calderon, & Weismer (2004) b. Jia, Kohnert, Collado, & Aquino-Garcia (2006)	Lab # 4 assigned: Narrative Analysis
11	November 10	Language loss and Codeswitching Laida and Juliet	1. Goldstein - Chapter 8 2. Restrepo (2003) 3. Guiberson et al. (2006)	Lab # 4 DUE
12	November 17	Bilingual education and academic achievement in ELLS Laida	1. Chapter 12 - Genesee, Paradis, & Crago (2004) 2. Lindholm-Leary & Borsato (2006)	Lab # 5 assigned Codeswitching
	November 24th	Literacy development in the bilingual child Laida	1. Gorman & Gillam (2003) 2. Slavin & Cheung (2007) 3. Genesee & Riches (2006)	Lab # 5 Due
13	December 1 st	Bilingual Adults and Aging Language and Cognition Laida	1. Ardila, Ostrosky-Solis, Rosselli, & Gomez (2000) 2. Hernandez & Kohnert (1999) 3. Kohnert - chapter 7	
14	December 8 th	Bilingual Adults Language and Cognition Laida	1 Ostrosky et al (2007) 2. Ijalba & Obler (2007) 3. Byalstock et al (2004) 4. Hammers and de Blanc Ch 6	Term Paper DUE
	December 15	FINAL EXAM	4:40 – 6:40	

Reference List

Anderson, R. (1998). The use of reflexive constructions by Spanish-speaking children: differences across functions. *Applied Psycholinguistics*, 19, 489-512.

Anderson, R. & Smith B. (1987). Phonological development of two-year-old monolingual Puerto Rican Spanish-speaking children. *Child Language*, 14, 57-78.

Ardila, A., Ostrosky-Solis, F., Rosselli, M., & Gomez, C. (2000). Age-Related Cognitive Decline During Normal Aging: The Complex Effect of Education. *Archives of Clinical Neuropsychology*, 15, 495-513.

Bedore, L., Pena, E., & Garcia, M. C. C. (2005). Conceptual Versus Monolingual Scoring: When Does It Make a Difference? *Language, Speech and Hearing Services in Schools*, 3, 188-200.

Brisk, M. E. & Harrington, M. (2000). *Literacy and Bilingualism: A Handbook for ALL Teachers*. Mahwah: Lawrence Erlbaum Associates.

Fiestas, C. E. & Peña, E. (2004). Narrative Discourse in Bilingual children: Language and Task Effects. *Language, Speech and Hearing Services in Schools*, 35, 155-166.

Gass, S. M. & Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. Lawrence Erlbaum.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore: Brooks Publishing.

Goldstein, B., Fabiano, L., & Iglesias, A. (2004). Spontaneous and imitated productions in Spanish-Speaking children with phonological disorders. *Language, Speech and Hearing Services in Schools*, 35, 5-15.

Goldstein, B., Fabiano, L., & Swazy Washington, P. (2005). Phonological Skills in Predominantly English-Speaking, Predominantly Spanish-Speaking, and Spanish-English Bilingual Children. *Language, Speech, Hearing Services in the Schools, 36*, 201-218.

Goldstein, B. & Washington, P. S. (2001). An Initial Investigation of Phonological Patterns in Typically Developing 4-Year-Old Spanish-English Bilingual Children. *Language, Speech and Hearing Services in Schools, 32*, 153-164.

Goldstein, B. A. & Iglesias, A. (2001). The Effect of Dialect on Phonological Analysis: Evidence From Spanish-Speaking Children. *American Journal of Speech-Language Pathology, 10*, 394-406.

Gorman, B. K. & Gillam, R. B. (2003). Phonological awareness in Spanish: A tutorial for speech-language pathologists. *Communication Disorders Quarterly, 25*, 13-22.

Gutierrez-Clellen, V., Calderon, J., & Weismer, S. E. (2004). Verbal Working Memory in Bilingual Children. *Journal of Speech and Hearing Research, 47*, 863-876.

Gutierrez-Clellen, V. F. (1998). Syntactic skills of Spanish-speaking children with low school achievement. *Language, Speech, and Hearing Services in Schools, 29*, 207-315.

Gutierrez-Clellen, V. F. & Heinrichs-Ramos, L. (1993). Referential cohesion in the narratives of Spanish-speaking children: A developmental study. *Journal of Speech and Hearing Research, 36*, 559-567.

Gutierrez-Clellen, V. F. & Hofstetter, R. (1994). Syntactic complexity in Spanish narratives: A developmental study. *Journal of Speech and Hearing Research, 37*, 645-654.

Gutierrez-Clellen, V. F. & Iglesias, A. (1992). Causal coherence in the oral narratives of Spanish-speaking children. *Journal of Speech and Hearing Research, 35*, 363-372.

Gutierrez-Clellen, V. F., Restrepo, M. A., Bedore, L., Peña, L., & Anderson, R. (2000). Language sample analysis in Spanish-speaking children: Methodological considerations. *Language, Speech, and Hearing Services in the Schools, 31*, 88-98.

Hammer, C. S., Miccio, A. W., & Wagstaff, D. A. (2003). Home Literacy Experiences and Their Relationship to Bilingual Preschoolers' Developing English Literacy Abilities: An Initial Investigation. *Language, Speech and Hearing Services in Schools, 34*, 20-30.

Hammer, C. S., Rodriguez, B. L., Lawrence, F. R., & Miccio, A. W. (2007). Puerto Rican Mothers' Beliefs and Home Literacy Practices. *Language, Speech, and Hearing Services in Schools, 38*, 216-224.

Ijalba, E. & Obler, E. (2007) Crosslinguistic aspect of dyslexia in Spanish-English bilinguals. In J. Centeno, R. Anderson, & L. Obler (Eds). *Communication Disorders in Spanish Speakers*.

Jackson-Maldonado, D., Thal, D., Gutierrez-Clellen, V. (1993). Early lexical development in Spanish-speaking infants and toddlers. *Child Language, 20*, 523-549.

Jia, G., Kohnert, K., Collado, J., & Aquino-Garcia, F. (2006). Action Naming in English and Spanish by Early Sequential Bilinguals. *Journal of Speech-Language, and Hearing Research, 49*, 588-602.

Kohnert, K., Windsor, J., Yim, D., (2006). Do Language-Based Processing Tasks Separate Children with Language Impairment from Typical Bilinguals? *Learning Disabilities Research & Practice, 21*(1), 19-29 .

McCabe, E. & Bliss, L. (2005) Narrative from Spanish-speaking children with impaired and typical language. *Imagination, Cognition, and Personality, 24*, 331-346.

McCabe, A., Bliss, L. S., & Mahecha, N. (2003). Spanish-speaking American children. In A. McCabe & Bliss L.S (Eds.), *Patterns of Narrative Discourse* (pp. 73-90).

Ostrosky-Solis, F., Lozano, A., Ramirez, M. J., & Ardila, A (2007) Neuropsychological Profile of Adult Illiterates and Developmental Application of Neuropsychological Program for Learning to Read. In J. Centeno, R. Anderson, & L. Obler (Eds). *Communication Disorders in Spanish Speakers*.

Paradis, J. (2005). Grammatical Morphology in Children Learning English as a Second Language: Implications of Similarities With Specific Language Impairment. *Language, Speech and Hearing Services in Schools, 36*, 172-187.

Peña, E., Bedore, L., & Zlatic, R. (2002). Category- Generation Performance of Bilingual Children: The Influence of Condition, Category, and Language. *Journal of Speech Language Hearing Research, 45*, 938-947.

Quesada, M. L. & Maldonado, R. (2005). *Dimensiones del Aspecto en Español*. Mexico: Centro de Linguística Hispana.

Restrepo, M. A. & Kruth, K. (2000). Grammatical characteristics of a bilingual student with specific language impairment. *Journal of Children's Communication Development, 21*, 66-76.

Rodriguez, B. L. & Olswang, L. B. (2002). Cultural difference is more than group differences: An example from the Mexican American Community. *Contemporary Issues in Communication Science and Disorders, 29*, 154-164.

Rodriguez-Brown, F. (2003). Reflections on family literacy from a sociocultural perspective. *Reading Research Quarterly, 38*, 146-153.

Slavin, R. & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research, 75*, 247-284.

Resources

- Everything ESL
http://www.everythingsl.net/in-services/language_stages.php
- Northwest Regional Laboratory – ESL stages and strategies.
<http://www.nwrel.org/request/2003may/general.html>
- Second Language acquisition bibliography

<http://homepage.ntlworld.com/vivian.c/SLA/SLABIB/>