

**Syllabus**  
**SPED 7400: Cultural and Linguistic Diversity and Disability**  
**Fall 2009**

**Instructor**

**Lillian Durán, Ph.D.**

**Emma Eccles College of Education Bldg.**

**Room 320**

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**Office hours:** Wednesday 2-4 and Tuesday 9-11:30, other times available by appointment

**Time and Day:** Tuesday 1:30 – 4:00 **Location:** Special Education Conference Room

**Credits:** 3

**Prerequisite:**

Students must have an undergrad or master's level course on cultural diversity in education or rehabilitation (such as REH 6220 Culturally Valid Rehabilitation Practices or EDUC 6710 Diversity in Education), or instructor's permission.

**Purpose:**

This course is a survey of major issues, topics and perspectives related to the intersection of cultural/linguistic diversity and disability. Its purpose is to familiarize students with these major issues and perspectives as (1) context for their study and work in areas related to disabilities and (2) to provide a beginning point for in-depth study of specific topics that are introduced in this course.

**Required Texts:**

Donovan, M. S., & Cross, C. T. (Eds.) (2002). *Minority students in special and gifted education*. National Academy Press: Washington, DC.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Paul H. Brookes: Baltimore.

**Readings will also be selected from this source and will be posted in pdf format on the course**

**Blackboard site:**

Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family – professional relationships*. Paul H. Brookes: Baltimore.

In addition, numerous articles will be available from the course *Blackboard* site including:

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20, 50-57.

Cobo-Lewis, A.B., Eilers, R.E., Pearson, B., & Umbel, V.C. (2002). *Interdependence of Spanish and English knowledge in language and literacy among bilingual children*. In D.K. Oller & R.E. Eilers (Eds.), *Language and Literacy in Bilingual Children* (pp. 118-134). Buffalo, NY: Multilingual Matters LTD.

Dickinson, D.K., McCabe, A., Clark-Chiarelli, N., & Wolf, A. (2004). Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children. *Applied Psycholinguistics*, 25, 323-347.

- Dressler, C., & Kamil, M.L. (2006). *First-and second-language literacy*. In August, D., & Shanahan, T. (Eds.), *Developing literacy in second language learners (Report of the national literacy panel on language-minority children and youth)*, (pp.197-238). Mahwah: NJ: Lawrence Erlbaum.
- Durgunoğlu, A.Y., Nagy, W.E., & Hancin-Bhatt, B.J. (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, 85, 453-465.
- Lindsey, K.A., Manis, F.R., & Bailey, C.E. (2003). Prediction of first-grade reading in Spanish-speaking English-language learners. *Journal of Educational Psychology*, 95, 482-494.
- López, L.M., & Greenfield, D.B. (2004). The cross-language transfer of phonological skills of Hispanic Head Start children. *Bilingual Research Journal*, 28, 1-18.
- Manis, F.R., Lindsey, K.A., & Bailey, C.E. (2004). Development of reading in grades K-2 in Spanish-speaking English-language learners. *Learning Disabilities Research and Practice*, 19, 214-224.
- Peña, E. D. (2007). Lost in translation: Methodological considerations in cross-cultural research. *Child Development*, 78(4), 1255-1264.
- Proctor, C.P., August, D., Carlo, M.S., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology*, 98, 159-169.
- Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). Longitudinal analysis of the antecedents of emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students. *American Educational Research Journal*, 37, 633-662.
- Rolstad, K., Mahoney, K., & Glass, G. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19, 572-594.
- Wong-Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.

**Course Calendar At-a-glance**

<b>SESSION</b>	<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>	<b>REQUIRED READINGS FOR SESSION</b>
1	Aug 24	Course overview Urie Bronfenbrenner’s Ecological Systems Theory as a model for organizing course content Culturally and Linguistically Diverse Populations in Utah and U.S. Understanding the influence of culture on definitions of disability Your own cultural journey	Log on to Blackboard site. Review syllabus, complete readings. Complete “your own cultural journey” in class	Perlich, 2008a Perlich 2008b Barrera & Corso, 2003 Chp. 1

<i>SESSION</i>	<i>DATE</i>	<i>TOPIC</i>	<i>ASSIGNMENTS</i>	<i>REQUIRED READINGS FOR SESSION</i>
2	Sept 1	Background and rationale for bilingual special education and judicial perspectives	Response Paper #1: Incorporating CLD into your work	Artiles & Ortiz, 2002; Chp. 1 Krashen & McField, 2005
3	Sept 8	Social construction of disability, special education, and social construction of racial/cultural groupings	Response Paper # 2 Public policy influence on service systems, practice, and research	Kalyanpur & Harry, 1999, Chp. 1 Smart & Smart, 1997a
4	Sept 15	Disproportionate representation of minorities in Special Education	Response Paper # 3 Cross-cultural definitions and views of disability	Smart & Smart, 1997b Donovan & Cross, 2002; Chps. 1-2 Coutinho & Oswald, 2006
5	Sept 22	Trends and research in academic achievement of CLD populations	Response paper #4 Solving the problem of disproportionate representation of CLD populations in Spec Ed	Rolstad, Mahoney, & Glass, 2005 Donovan & Cross, 2002 Chp.3 Darling-Hammond, 2004 Lee, 2002
6	Sept 29	Bilingual Development	Response paper # 5 The “English-only” Debate (work with a partner)	Espinosa, 2008 Genesee, Paradis, & Crago, 2004; Chps. 1-6
7	Oct 6	Literacy development in dual language learners	Response Paper #6 Bilingual development Mid-term course evaluation	International Reading Association, 2003 Choose 2: August, Carlo, Dressler, & Snow, 2005 Cobo-Lewis, Eilers, Pearson, & Umbel, 2002 Dickinson, McCabe,

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				<p>Clark-Chiarelli, &amp; Wolf, 2004</p> <p>Dressler &amp; Kamil, 2006</p> <p>Durgunoğlu, Nagy, &amp; Hancin-Bhatt, 1993</p> <p>Lindsey, Manis, &amp; Bailey, 2003</p> <p>López &amp; Greenfield, 2004</p> <p>Manis, Lindsey, &amp; Bailey, 2004</p> <p>Proctor, Carlo, August, &amp; Snow, 2005</p> <p>Reese, Garnier, Gallimore, &amp; Goldenberg, 2000</p>
8	<p>Oct 13</p> <p>No class on campus</p> <p>On-line lecture posted on Blackboard</p>	<p>Identification and assessment: Critical issues</p>	<p>Response Paper # 7</p> <p>Implications of literacy research</p>	<p>Artiles &amp; Ortiz, 2002; Chp. 3</p> <p>Donovan &amp; Cross, 2002; Chps. 6-8</p> <p>Genesee, Paradis, &amp; Crago, 2004; Chp. 8</p> <p>Wagner, Francis, &amp; Morris, 2005</p>
9	<p>Oct 20</p>	<p>Effective practices for culturally and linguistically diverse students in general and special education</p>	<p>Response Paper # 8</p> <p>Incorporating CLD issues into evaluation procedures in practice and/or in research</p>	<p>Donovan &amp; Cross, 2002; Chp. 5</p> <p>Genesee, Paradis, &amp; Crago, 2004; Chp. 7</p> <p>Gersten &amp; Baker, 2000</p>

<i>SESSION</i>	<i>DATE</i>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>	<b>REQUIRED READINGS FOR SESSION</b>
10	Oct 27	Effective practices for culturally and linguistically diverse students in general and special education		Kohnert & Derr, 2004  Artiles, Trent, & Kuan, 1997  Vaughn, Mathes, Linan-Thompson, & Francis, 2005
11	Nov 3	Families and cultural reciprocity	Response paper # 9  Changes you would make in your field's current practices.	Kalyanpur & Harry, 2004 Chps.4 & 5  LeBlanc & Smart, 2005  Barrera & Corso, 2003 Chps. 2-6  Wong-Fillmore, 1991
12	Nov 10	Designing effective special education higher education programs that incorporate content and experiences with CLD populations	Response paper # 10  Personal Narratives	Educational Researcher, 2002  Kidd, Sánchez, & Thorp, 2008  Thorp & Sánchez, 2008
13	Nov 17	Research Implications	Response paper # 11  Course/program design	Chang & Sue, 2005  Educational Researcher, 2003  Peña, 2007  <b>Choose 1:</b>  Harley, Feist-Price, Alston, 1996  McCardle, Mele-McCarthy, & Leos, 2005  Padilla, 2004  Utsey, Walker, & Kwate, 2005
14	Nov 24	Thanksgiving	Response paper # 12- Next steps, research questions and design	

<i>SESSION</i>	<i>DATE</i>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>	<b>REQUIRED READINGS FOR SESSION</b>
15	Dec 1	Presentations		
16	Dec 8	Presentations		

### Course Assignments

#### **Weekly Response Papers (12 @ 10 pts each= 120 points)**

Every week students will respond to a prompt that will be given in class. These weekly response assignments will require students to synthesize the reading and apply the content to current issues, practices, and trends in their fields.

#### **Paper & Presentation (70 points for the paper, 30 points for the presentation = 100 pts)**

Students will write an extensive paper (~ 20 – 25 pages) that explores a topic of the intersection of CLD and disability. Ideally, this paper should link issues raised in the seminar with the student’s area of expertise. In addition, students will present their papers to class. These papers should be in APA format and of publishable quality. We anticipate that some of these papers will eventually be published.

The paper topic and a one-page outline is due in the 6<sup>th</sup> week of the semester (29-Sept.).

A rough draft of the paper is due in the 10<sup>th</sup> week (27-Oct.).

Peer-review 11<sup>th</sup> week (3-Nov)

The final paper is due in the 14<sup>th</sup> week (01-Dec.).

Papers will be presented to the class on 01-Dec and 08-Dec (the final exam period).

#### **Peer Review (50 points)**

Each student will be expected to read another student’s paper and provide constructive feedback on the form and content of the paper. This can be completed electronically or on a paper copy. In either format a copy of the review must be submitted to me to receive credit.

#### **Midterm Formative Course Evaluation**

Students will complete an on-line anonymous midterm evaluation of the course. The evaluation will be posted in the Blackboard site and will be used by the instructor to make midterm adjustments in the course. After this midterm evaluation the instructor reserves the right to change up to 5 assigned readings during the remainder of the course based on student feedback. Students will be given at least a week’s notice if any changes are necessary.

#### **Supplemental Readings:**

August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second language learners (Report of the national literacy panel on language-minority children and youth)*. Mahwah, NJ: Lawrence Erlbaum.

- Barnett, W.S., Yarosz, D.J., Thomas, J., Jung, K., & Blanco, D. (2007). Two way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22, 277-293.
- Collier, V., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2, 1-20.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. In Baker, C. & Hornberger, N. (Eds.), *An introductory reader to the writings of Jim Cummins*, (pp.63-95). Buffalo, NY: Multilingual Matters.
- IES status and trends in the education of American Indians and Alaskan natives (2008). Available at <http://nces.ed.gov/pubs2008/2008084.pdf>
- Krashen, S.D. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heineman.
- National Task Force on Early Childhood Education for Hispanics. (2007). *Para nuestros niños: Expanding and improving early education for Hispanics*. New York: Foundation for Child Development Retrieved September 3, 2008, from [http://www.ecehispanic.org/work/expand\\_MainReport.pdf](http://www.ecehispanic.org/work/expand_MainReport.pdf)
- Oller, D.K., & Eilers, R.E. (Eds.). (2002). *Language and literacy in bilingual children*. Buffalo, NY: Multilingual Matters.
- Snow, C.E. & Burns, M., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Tabors, P. O., & Snow, C. E. (2002). Young bilingual children and early literacy development. In S. Neuman & D. K. Dickinson (Eds.). *Handbook of Early Literacy Research*, (pp. 159-178). New York: The Guilford Press.