



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 199: Language Partners	Section: 08
Meeting Days: Tuesdays	Meeting Times: 4:30-5:20pm	Location: Zoom
Instructor: Dr. Heather Thompson, CCC-SLP	Email: heather.thompson@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall	Office Hours/Appointments: 12:00-1:20 Mondays and Wednesdays, or by appointment	

Catalogue Course Description:

CSAD 199-08. Language Partners. 1 Unit.

Term Typically Offered: Fall, Spring

Prerequisites: Instructor permission required.

Corequisites: None

Place of Course in Program:

This independent study course is part of The English Language Institute (ELI) and is designed to use the information learned in CSAD 112, 126, and 143 to provide Communication Sciences and Disorders (CSAD) students with hands-on experiences relating to the topics covered in those courses. During this course, students will be given the choice to participate in the Language Partner Program or the Conversation Club, **pending University policies for allowable classes.**

Students will be required to attend one 1-hour class per week. During class, students will participate in discussions during which time they will learn skills to improve multicultural knowledge and cultural humility within both the CSAD and possibly the ELI department. After a few sessions, CSAD students will be given the opportunity to lead a session with the Program Coordinator during the class time. Class discussions will be centered on topics of multiculturalism.

During the Language Partner Program, CSAD students will be paired with an exchange student from ELI. Students are expected to meet with their partners once a week for 1 hour to engage in conversation to assist in improving the language skills of the ELI students. **Pending University Policy.**

During the Conversation Club sessions, CSAD students provide activities to enhance the language skills of ELI students in a nontraditional classroom setting or discuss concepts related to multiculturalism. For the fall of 2020, classes will be held in a virtual format.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Upon completion of this course the student will be able to:

1. Converse with students whose first language is not English
2. Exhibit improvements in cultural humility and cultural consciousness
3. Learn about and with an individual from another background
4. Exhibit a respect for diversity

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Monthly Status Updates	
2	Monthly Status Updates; Requirements; Final report	
3	Monthly Status Updates Requirements; Final report	
4	Monthly Status Updates Requirements; Final report	

Textbooks and Materials:

Journal articles, abstracted from CSUS library e-journals website, and other online resources will be assigned based on the student's individual project.

Online Resources:

Information will be provided on Google Classroom. Grades will be posted on Canvas.

Course Requirements/Components:

Class Attendance: Attendance will be expected and roll will be taken. If you are unable to attend the session, you must notify the Program Coordinator by email prior to the scheduled time. You are allowed to miss one class period, regardless of reason. If you miss more than the one class period, your class grade will decrease by one grade level for each additional absence (e.g., from “A” to “A-”). Please arrive **ON TIME** to the study session, as being punctual is a professional skill to develop and maintain.

Due dates for all assignments: Due dates will be established by the student and instructor following discussion.

1. Requirements: Students are expected to attend an orientation or informational session, maintain a time sheet which will be provided, and actively engage in the program and classroom activities through one of three leadership activities: (1) leading a conversation club session, (2) leading a class session activity or discussion, or (3) giving a cultural presentation. Students will be required to sign up for one of the three leadership options. Leadership options can be completed in a group of up to three students or independently.
2. Attendance: Students are expected to attend the weekly class sessions that will be held on campus as well as meetings with their partner and/or Conversation Club sessions, as assigned.
3. Monthly status update of the Language Partner Program and Conversation Club: Four reflection papers are required throughout the semester. Students must type responses addressing assigned questions and/or prompts. Prompts will be created to allow students to reflect on their experiences working with their assigned language partner and/or their participation in Conversation Club. Hard copies of reflections must be turned into class on the assigned date.
4. Final report. Students are expected to type a double spaced, 2-page reflection paper on the program. As part of the final report, the following questions must be addressed:
 - a) What were some of the most interesting discoveries you made during this class?
 - b) What were some of the most challenging moments and how did you address them?
 - c) How were you able to relate the knowledge from previous CSAD coursework to your experiences in this program? In your response, you must refer to at least two different classes.
 - d) How and where might you use your knowledge from this experience in the future as a Speech Language Pathologist, Audiologist, or Teacher etc.?
 - e) What improvements can be made to the Language Partner Program, Conversation Club, and/or the class sessions, to further improve student’s experiences?

Grading Policy:

Students will have the opportunity to earn points towards their grade through assignments, exams and class participation.

Source	Points	% of Grade
Requirements	100	20%
Attendance	100	20%
Monthly Updates	50 x 3 = 150 Sept, Oct, Nov	30%
Final Reflection Paper	150	30%
Total	500	100%

Letter grades are assigned according to the following scores:

Points	%	Letter
460	92-100	A
450-459	90-91	A-
435-449	87-89	B+
415-434	83-86	B
400-414	80-82	B-
385-399	77-79	C+
365-384	73-76	C
350-364	70-72	C-
335-349	67-69	D+
320-334	64-66	D
300-319	60-63	D-
<300	<60	F

Course Policies/Procedures:

1. **Attendance:** Professional attendance is required. Students must report absences to the instructor in person or by email prior to class meeting. Practice attending now as attendance (and promptness) at scheduled meetings is a professional behavior that students will need to develop and maintain. Dress should consist of neat and clean business-casual attire if meeting with ELI students in person.
2. **Students are responsible for all materials covered in their absence.** This means that students must obtain any materials handed out during a missed session from a classmate.
3. **Cellphones/Recording/Electronic Devices:** Please silence all cellphones and other communication devices prior to class. To facilitate students' learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record.
4. **Technology use in the classroom and during class activities:** It is a course expectation that students will participate fully in class discussion and activities and give classmates and language partners their full and undivided attention. Laptops or other technological devices will only be permitted to be used during class time if they allow students to take notes on lecture materials and if they are able to be physically and mentally present in class. Students are not permitted to engage in other homework or extracurricular activities during class time or during Language Partners or Conversation Club. "Multitasking" will not be permitted.
5. **Course Evaluations:** At the completion of the course, each student is expected to comment on the nature of this course through the reflection assignment. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth.
6. **Inclusivity:** Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. We believe that this is what will enrich all of our experiences together. We recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact Monica Campos, Dr. Thompson, or any faculty member in our Department, early in the semester, so that

we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)

- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Health & Safety Information:

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Tentative Schedule CSAD 199-08 ELI

Week:	Schedule (tentative to change, as needed)
Week 1	No meeting held
Week 2	Information session
Week 3	Review timesheets, discuss incorporation of multicultural book club, sign up for Cultural Presentations
Week 4	Cultural Presentation, discuss assigned book reading, review timesheets
Week 5	Cultural Presentation, discuss assigned book reading, review timesheets (first monthly reflection due)
Week 6	Cultural Presentation, discuss assigned book reading, review timesheets
Week 7	Cultural presentation, discuss assigned book reading, review timesheets
Week 8	Cultural presentation, updates, discuss assigned book reading, review timesheets
Week 9	Cultural presentation, discuss assigned book reading, review timesheets
Week 10	Cultural presentation, discuss assigned book reading, review timesheets (second monthly reflection due)
Week 11	Cultural Presentation, discuss assigned book reading, review time sheets
Week 12	Cultural presentation, discuss final assigned book reading, review timesheets
Week 13	NO CLASS: THANKSGIVING BREAK (depending on the day of class) If we still have class this week: presentation, ted talk video, discussion of video
Week 14	Cultural presentation, discussion and reflection on the class throughout the semester (feedback), and review timesheets (third monthly reflection due)
Week 15	Last day meeting-- turn in timesheets and final reflections

CSAD 199-08: ELI Time Log

Student Name: _____

SACLINK Email: _____@csus.edu

ELI Coordinator Name (PRINT): Monica Campos

Date	Activity <i>(Summary of What You Did)</i>	Total Minutes Spent