SLP 5342– Maymester 2023
Problems and Projects in Speech Language Pathology:
Structures of Spanish for Health and Education
Meeting the requirement for LING 3309:
Structure of Spanish for Language Professionals

Semester Credit Hours: 3
Contact Hours: 45
Class Schedule: Hybrid and daily as scheduled
Class Location: Sevilla, Spain
(TBD: Centro Norteamericano, Universidad de Sevilla or off campus)
Faculty: Amelia Rau, Ph.D./M.S. CCC-SLP
Contact: amrau@utep.edu or via WHATSAPP 001+612-209-8127
Office Location: As needed
Office Hours: As requested daily

I. Course Description
Problems and Projects in Speech Language Pathology (3-0) Special projects under faculty supervision focusing on the Structure of Spanish for Language Professionals working with bilingual English/Spanish individuals. This course is taught in Spanish and all class discussions will be conducted in Spanish. Prerequisites: Admission to the Master of Science in Speech-Language Pathology program or department approval.

II. Course Objectives
In completion of this course, students will demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, UTEP Speech Language Pathology Knowledge and Clinical Competencies, and the UTEP EDGE Experiences.

A. ASHA Standards
Standard IV (B, C, D, E, F, G) —Knowledge Outcomes
Standard V (A, B, 1-3) —Skills Outcomes

B. CAA Standards

C. UTEP Speech-Language Pathology Knowledge and Clinical Competencies
Cross Cultural/Interpreter Competencies 1-11. All of the indices below are found in the Student Clinical Handbook.

1. Demonstrate Spanish skills necessary to communicate with professionals within and outside their field.
2. Demonstrate Spanish skills necessary to communicate with young learners, clients and families, and colleagues.
3. Demonstrate the skills necessary to research articles in health and education and independently interpret and discuss findings in Spanish.
4. Develop resources in Spanish that can be used with parents and other professionals.
5. Develop Spanish skills necessary to independently analyze and interpret assessment data to develop goals that are curriculum and language related for intervention.
6. Describe and apply knowledge about ethical considerations and professional issues and their impact on with culturally and linguistically diverse backgrounds.

D. UTEP EDGE
Community Engagement. For detailed information, visit: https://www.utep.edu/edge/edge-experiences/Community-Engagement.html

III. Requirements
CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Optional Texts
   b. Additional readings assigned on in-class or on Blackboard

B. *Technology
   1. Access to a reliable computer and/or tablet with:
      • Internet access
      • Word Processing software
      • Adobe Reader (latest version) or pdf reader
      • Microsoft OneDrive (The only UTEP approved cloud storage system)
      • Blackboard Ultra with microphone and camera for classroom instruction delivery
   2. Active UTEP email address and access to Blackboard

*Students are encouraged to use laptops, iPods, assistive devices, etc., for clinical, learning or research purposes. Use of such devices during class meetings are only allowed for note taking and instructor-directed purposes.

IV. Class Format: Face-to-Face with <49% Asynchronous
A. In-class participatory activities (individual and group discussions, written activities, and oral presentations)
B. Readings, including textbook, additional handouts, test reviews, test manuals, and other related journal articles; provided in class, or available on Blackboard or in the library.
C. Blackboard participation, lecurettes, practical labs, study guides, websites, YouTube, quizzes, exams.
D. Test administration activities, group and individual writing activities, article summaries and syntheses.
V. Student Responsibilities
You are expected to participate in all in-class and online activities.

A. Class Attendance*
1. The syllabus provides general description of assignments and lecture topics. **Specific details and due dates will be provided in class.** Regular attendance and participation are essential for your success in the course. “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.” [http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/](http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/)
2. Please be on time. Tardiness may result in missed information. Students are considered tardy once the class begins.
3. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit [http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/](http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/).
4. If you cannot attend class, please notify me at least 12 hours, prior to class time, via email, or phone message; 915-867-4274.
5. It is **your responsibility** to obtain the required information from a classmate.
   *Please see the section titled “Professionalism” under “Detailed Grading,” for further information regarding attendance and grading.

B. Due Dates
1. **Assignment Deadlines:** See schedule in syllabus.
2. All additional assignments are due as directed in class and/or on Blackboard.
3. Late assignments or projects **will not** be accepted without a physician’s note or documentation of an emergency.
4. Late assignments of projects due to issues with technology (laptop, computer, tablet, software, internet access failure) **will not** be accepted. Please refer to the “Resources” section of the syllabus.

C. Classroom Policies*
1. You are expected to act in a professional and considerate manner.
2. You are expected to arrive on time and remain in class until dismissal.
   *Please see the section titled “Professionalism” under “Detailed Grading,” for further information regarding attendance and grading.

D. Netiquette
*When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:*
1. You are required to check the Blackboard course daily for messages, updates and assignments.
2. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.

3. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.

4. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VI. Course Content

A. Class Outline/Calendar

1. You are required to check weekly emails and Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.

2. The course syllabus and outline of assignments is subject to change or modification at the instructors’ discretion.

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Course Outline | Date | Topic/ Class Activity | Reading Assignment
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Day 1 | Saturday April 15 | Course Overview 9:30 am @Study Abroad Orientation | Syllabus and BB Spanish Placement Test
Day 2 | Friday May 12 | BB Course Overview – SELF PACED > TRAVEL | Daily BB Reflection
Day 3 | Monday May 15 | TRAVEL > Arrival in Seville – NO CLASS MEETING | Daily BB Reflection
Day 4 | Tuesday May 16 | 9 – 10:30am GUEST LECTURE (required all) Public Healthcare in Spain 11 – 1 pm UTEP Rehab Class Crash course in Neuroplasticity (optional for graduate students) | Klein & Jones 2008
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Reflection</th>
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<tbody>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>May 17</td>
<td>4 – 7 pm UTEP Grad Class (Open Forum) <em>Patologia del Habla y Lenguaje – RAU</em></td>
<td>Articles assigned</td>
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<td>4 – 7 pm UTEP Grad Class (Open Forum) <em>Interpretacion de datos diagnosticos – RAU</em></td>
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<td>9:15 am</td>
<td>COLEGIO SAN JUAN DE DIOS (required all)</td>
<td>Daily BB Reflection</td>
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<td>6</td>
<td>Thursday</td>
<td>May 18</td>
<td>9 – 11 am WITH PEERS Reading and Discussing Research Articles (off campus TBD)</td>
<td>Daily BB Reflection</td>
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<td>7</td>
<td>Friday</td>
<td>May 19</td>
<td>4 – 7 pm UTEP Grad Class (off campus TBD) PRESENTATION <em>El Sonido del Habla - FERNANDA</em></td>
<td>Daily BB Reflection</td>
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<td><em>Fluidez – ANDREA</em></td>
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<td>8</td>
<td>Monday</td>
<td>May 22</td>
<td>9 – 11 am INDEPENDENT Complete SALT Labs 1601and 1602 (off campus)</td>
<td>Daily BB Reflection</td>
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<td>9</td>
<td>Tuesday</td>
<td>May 23</td>
<td>9 – 11 am INDEPENDENT Complete SALT Labs 1603 and 1604 (off campus)</td>
<td>Daily BB Reflection</td>
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<td>10</td>
<td>Wednesday</td>
<td>May 24</td>
<td>9 – 11 am UTEP Rehab Class <em>Social Contexts for Communication: Intercultural Conflict and Bias</em></td>
<td>Daily BB Reflection</td>
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<td>(required for graduate students)</td>
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<td>11</td>
<td>Thursday</td>
<td>May 25</td>
<td>9 – 11 am UTEP Rehab Class <em>Education and Training</em> (optional for graduate students)</td>
<td>Daily BB Reflection</td>
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<td>11:30 - 1 pm GUEST LECTURE (required all) <em>Special Education in Spain</em></td>
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<td>12</td>
<td>Friday</td>
<td>May 26</td>
<td>4 – 7 pm UTEP Grad Class (off campus TBD) *El Bilinguismo, Asuntos legales, y La Educacion Difencial en EEUU</td>
<td>Daily BB Reflection</td>
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| Day 13 | Monday May 29 | 4 – 7 pm UTEP Grad Class [Open Forum] PRESENTATIONS  
Trastornos Oromotrices - LUIS  
La Disfagia - MIKEALA | Daily BB Reflection |
|-------|---------------|-------------------------------------------------|-------------------|
| Day 14 | Tuesday May 30 | 4 – 7 pm UTEP Grad Class [Open Forum] PRESENTATIONS  
La Afasia - ARIANA  
Abogación – PAOLA 2/2 | Daily BB Reflection |
|       |                |                                                | Vocabulary Portfolio |
| Day 15 | June 1-11      | NO CLASS MEETING                               | SUBMIT Daily BB Reflections as Creative Multimedia Document (i.e. word with visuals, Canva, PPT, voice-over, etc.)  
DX Translation  
*SALT Lab (*Paola Exempt – will complete x2 presentations) |
needing to miss scheduled sessions should contact the instructor if they need make-up opportunities to recoup missed participation in increments of 5%.

3. **Presentations**: 20%

Students will be assigned topics, dates and lead the class discussion at least once during the last week of the course. Presentation should be between 45-60 min. in Spanish followed by class discussion. Submit PowerPoint Presentations to Dr. Rau via Blackboard no later than the morning of the presentation date.

5. **Vocabulary Portfolio**: 10%

Students (independently or working with partners) will create a Spanish/English vocabulary list of terms with definitions in Spanish with new terms they have learned. The purpose of this assignment is to give you a practical tool to use in your practice as well as provide appropriate Spanish terms to be used in class. You will later combine your portfolios with others in the class to add to the master list of terms.

6. **Spanish Translation Lab**: 10%

Students will individually translate an assigned bilingual report from English to Spanish with new terms they have learned, including all headers and subtitle lines.

6. **SALT modules and Lab**: 10%

Students will independently complete the following self-paced online modules and lab work from [www.saltsoftware.com](http://www.saltsoftware.com). Click on “Self-paced online training” under the “training and CEUs” tab and purchase the “free” versions of the following courses. After you have the courses, you can access this through my account and my courses. Compete the following sections for each course (budget for 7 hours of asynchronous learning and 3 hours for the transcription lab):

- **1601: Bilingual SE – Introduction 1 HR** Bilingual (Spanish/English) assessment focuses on identifying language disorder among bilingual children, i.e., children whose native language is Spanish and who are learning English as a second language. This course discusses issues of bilingual assessment.

- **1602: Bilingual SE - Eliciting Samples 1 HR** One of the most powerful analysis tools built into SALT is the ability to compare an individual language sample to age or grade-matched peers selected from the reference databases. In this course you will learn about the SALT Bilingual (Spanish/English) and Monolingual Spanish reference databases and how to collect comparable samples.

- **1603: Bilingual SE - Transcribing Samples 2 HRS** This course covers the following conventions which are specific to Bilingual (Spanish/English) samples:
  - Modified communication units
• Spanish character set • Setting up a Spanish SALT document
• Plural bound morphemes • Bound pronominal clitics
• Omissions • Reflexive vs non-reflexive pronouns
• Identifying Spanish root forms
• Spanish spelling conventions
• Special coding

LAB

1604: Bilingual SE - Transcription Practice Samples 3 HRS Three practice audios are provided which incorporate all the features of Spanish transcription. Download and transcribe each audio sample. Then compare your transcription with the “master” transcript.

1. Open a new file in SALT for each practice item and fill in the header information that you have.
2. Listen to each audio file and transcribe the sample. Follow SALT conventions.
3. Once a transcription is complete, be sure to check for errors before printing your document to PDF for upload. To do so, select “Check” in the tool bar and then “Check for Errors.” Correct any errors that are found and recheck for errors until the transcript is error free. A dialog box will appear. The box will state the line where the error is contained and the possible cause of the error. Select “Check for Errors” to the right of the dialog box and the screen will show the first error line. You may proceed to the next error by selecting “Check” again from the tool box and clicking on “Next Error.”
4. Print the SALT transcript to PDF, with all utterances displayed in the following format: Numbered, Indented, Single-spaced
5. Compare your transcript to the “master” transcript in the lesson.
6. Write a brief summary (about 1/2 page) of what you learned in this lab in Spanish. Was transcribing in Spanish easier or harder than you thought? What kind of things did you miss in your transcription?
7. REMEMBER to save your documents But do not upload .SLT files please, Bb will not read them for me to visually grade within the platform.
8. Turn in all 3 transcripts and 1 written summary by file attachment

Grading: A = 90 to 100%
B = 80 to 89%
C = 70-79%
D = 60 to 69%
F = 0-59%

VII. Other Policies and Information

Attendance Policy: It is university policy that all students attend ALL scheduled classes and the final class session. Attendance will be taken at each class. Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences
or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

**Policy on Electronic Devices In Class.** Use of personal laptops, cell phones, and other wireless devices (PDAs, MP3 players, Smartphones etc.) is not permitted during this course. The necessity of classroom discussion and other interaction in this course negates the usefulness of laptops as a note-taking device. The use of personal laptops and other electronic devices is also distracting to your classmates and instructor so do not bring these to class or turn them off before coming to class.

**Notice of Policy on Cheating.** Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**From the UTEP Dean of Student Affairs**
(http://studentaffairs.utep.edu/Default.aspx?tabid=4386). It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “Cheating” includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one’s self, to take a test; and
6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

**Plagiarism** means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved
instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information

Special Accommodations: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: http://sa.utep.edu/cass/

Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712

NOTE - Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.