

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number Education 98TB  
 Course Title Child Language Brokering  
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course aims to understand the child language brokering phenomena by considering the social, political consequences of children interpreting and mediating language and culture for immigrant families, institutions, in a globalized society.

3. List faculty member(s) who will serve as instructor (give academic rank):

Krissia Martinez (Teaching Fellow), Professor Marjorie Orellana

Do you intend to use graduate student instructors (TAs) in this course? Yes \_\_\_\_\_ No X

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course:

2016-2017 Fall Enrollment \_\_\_\_\_ Winter Enrollment \_\_\_\_\_ Spring Enrollment X

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes \_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: 5.0

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Students will learn how to write a comparative analysis paper and conduct qualitative interviews, and consider the language barriers present in our society that they may encounter as professionals in their fields.

❑ Integrative Learning

Students will read and engage in discussion that consider the educational, political, anthropological, and psychological perspectives on the consequences of language brokering for child development.

❑ Ethical Implications

❑ Cultural Diversity

This course asks students to consider bilingualism, immigrant experiences, systemic linguistic barriers in society, opposing views of childhood and child roles, transcultural experiences.

❑ Critical Thinking

Students will explore literature that offers countering views on children who broker language- they will consider the legality, ethical, and cultural elements to make sense of how one phenomena can invoke different perspectives across disciplines.

❑ Rhetorical Effectiveness

Students will gather data, make arguments for common themes in their data, and compose a final paper to discuss their findings in relation to course material and its meaning for society.

❑ Problem-solving

❑ Library & Information Literacy

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

- 1. Lecture: 3 (hours)
- 2. Discussion Section: \_\_\_\_\_ (hours)
- 3. Labs: \_\_\_\_\_ (hours)
- 4. Experiential (service learning, internships, other): \_\_\_\_\_ (hours)
- 5. Field Trips: \_\_\_\_\_ (hours)

**(A) TOTAL Student Contact Per Week** **3** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

- 1. General Review & Preparation: 1 (hours)
- 2. Reading 2.5 (hours)
- 3. Group Projects: \_\_\_\_\_ (hours)
- 4. Preparation for Quizzes & Exams: 1.5 (hours)
- 5. Information Literacy Exercises: \_\_\_\_\_ (hours)
- 6. Written Assignments: 4 (hours)
- 7. Research Activity: 3 (hours)

**(B) TOTAL Out-of-class time per week** **12** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**

15

**(HOURS)**

## Child Language Brokering

### Course Overview:

The term *Child Language Brokering* (CLB) was coined by Lucy Tse (1995) to describe children who interpret and mediate language and culture for their immigrant families. Today researchers from various fields including linguistics, anthropology, sociology, psychology, and education explore child language brokering. While some scholars view child language brokers simply as children who translate, others view collaborating with child language brokers as unethical and dangerous, and yet some describe the practice as empowering and educational. In this course we will read about child language brokering, dissect article and consider how different disciplines frame language brokering, and discuss the social, economic and political elements involved in language brokering activities and relationships. Such elements include issues of family dynamics, power relations, identity formation and acculturation. We will also examine the potential benefits and consequences of child language brokering for brokers, their families, and the institutions they serve. In addition to examining CLB literature themes, the course will offer discussion on data collection methods in order to prepare students for a midterm project and the course's final 10-page research paper. Students will craft interview protocols, interview language brokers, analyze interviews, and write a final 10 page research paper anchored in one of the CLB themes discussed throughout the quarter.

### I. Course Requirements:

- Readings listed for each week are expected to be read before each class meeting
- Attendance is mandatory, class discussion is a critical component for course success and grading
- Assignment information and grading rubric will be given the first day of class- no late work will be accepted, please plan accordingly

### II. Assignments:

**Reading Discussion Leader:** Every student will be assigned one reading to present in class. The student is responsible for sharing a brief statement on the reading and discussion questions. (Overview 5 min, discussion 10 min)

Goal: Each presenter must aim to engage their classmates in a deep discussion on reading material by sharing a reader's statement and posing thoughtful and challenging questions. The presenter's statement should aim to share the reader's thoughts on the reading and set up the class for a discussion. Please avoid summarizing the reading.

Things to consider when crafting discussion questions:

- Was there anything in the reading that made you uncomfortable? How can you build a discussion around this discomfort?
- Were you skeptical of any study finding? Why?
- Would you like to challenge the author or findings?
- Did the reading have personal meaning to you that you would like to think about with the class?

Grading rubric for this assignment will consider the quality of discussion questions, reader's statement (1page), and discussion leadership.

**Midterm:** The midterm exam takes the form of a comparative analysis project. Weeks 2-5 are dedicated to interviewing at least 2 language brokers. The midterm's purpose is to compare interviews and seek similarities and differences, common themes or counter experiences. In a 8 page paper students will offer analysis of their interviews, discuss findings as they relate to readings, and produce a chart to explain their findings. Ultimately the goal of this project is to help students narrow their final paper's theme.

Grading rubric for this assignment will consider the quality and organization of writing and engagement with course material to expand on findings.

**Final:** The final exam will ask students to build on one of their midterm project by interviewing at least one more language broker to expand on their chosen theme. Students are also encouraged to reach out to previous interviewees to expand on their paper theme. Unlike the midterm project which asks students to consider the language brokering experience, this paper asks students to consider one aspect of brokering. It may be possible for students to consider their own brokering experiences for this paper.

Grading rubric for this assignment will consider the quality and organization of writing and engagement with course material. Note: Minimum 10 pages double-spaced excluding references, 1-inch margins, APA formatting, Times 12pt font.

### III. Grading:

Attendance and participation...	25%
Reading Discussion Leader.....	10%
Interview protocols.....	5%
Midterm.....	20%
Final.....	40%

### Week 1: Introduction to Language brokering

Class: The U.S. has 25 million people with limited English proficiency, and 15% of K-12 students have at least one guardian with limited English fluency, subsequently we can imagine a great deal of language brokering is happening in our world and we can expect encounter language brokers in all kinds of career trajectories. This week will introduce the course subject, review syllabus and assignments. Key terms will be discussed including: acculturation, sociocultural theory, funds of knowledge, communities of learners, and quantitative and qualitative methods.

*Readings (readings listed for each week are expected to have been done before class meeting):*

Chapter 3- Homework in Orellana, M. F. (2009). Translating childhoods: Immigrant youth, language, and culture. Rutgers University Press.

Cline, Tony; De Abreu, Guida; O'Dell, Lindsay and Crafter, Sarah (2010). Recent research on child language brokering in the United Kingdom. MediAziono: Journal of Interdisciplinary Studies on Language and Cultures, 10 pp. 105–124.

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## **Week 2: Research methods and theory in CLB research & Language Brokering and Childhood**

*Class:* Prior to exploring CLB research in greater depth by domains (education, health, etc.) students will learn about the different research methods and theories that are drawn on in examining CLB. Reviewing methods and theories will prepare students to understand the academic journal articles they read in class and broaden their education on research methods.

### *Readings:*

O'Dell, L., Crafter, S., de Abreu, G., & Cline, T. (2010). Constructing 'normal childhoods': young people talk about young carers. *Disability & society*, 25(6), 643-655.

Barbara Rogoff Chapter TBD

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## **Week 3: Language Brokering & Education**

*Class:* The education field is among the most interested in CLB, this week we will explore whether there are educational benefits to language brokering. In class we will discuss the literacy and language practices of immigrant families and language brokers, and complicate what we understand as "educational," do we mean education for the sake of learning and participating in society or do we mean academic? Our readings we will look closer at the research on the CLB- academic link.

### *Readings:*

Buriel, R., Perez, W., Terri, L., Chavez, D. V., & Moran, V. R. (1998). The relationship of language brokering to academic performance, biculturalism, and self-efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences*, 20(3), 283-297.

Dorner, L. M., Orellana, M. F., & Li - Grining, C. P. (2007). "I helped my mom," and it helped me: Translating the skills of language brokers into improved standardized test scores. *American Journal of Education*, 113(3), 451-478.

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## **Week 4: Bridging the Language Gap in Health**

*Class:* Health is one of the most important yet difficult institutions to navigate. For immigrants who do not speak the language of their new communities navigating health care can be difficult. CLB research has found that language brokers commonly help their families access health care and information. My own research focuses on this domain and I will be presenting my own research in class.

### *Readings:*

Green, J., Free, C., Bhavnani, V., & Newman, T. (2005). Translators and mediators: bilingual young people's accounts of their interpreting work in health care. *Social Science & Medicine*, 60(9), 2097-2110.

Cohen, S., Moran-Ellis, J., & Smaje, C. (1999). Children as informal interpreters in GP consultations: pragmatics and ideology. *Sociology of Health and Illness*, 21, 163-186.

Martinez, K., Orellana, M.F., Rodriguez, M., & Murillo, M. (XXXX). Language brokering in health landscape.

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### **Week 5: Conflicting views on child language brokering**

Class: Halfway through the course we will have read and discussed various issues and aspects of language brokering. For week five we will engage in critical discussion on the conflicting views, concerns, and controversial aspects of child language brokering.

Special Guest- Prof. Marjorie Orellana

#### Readings:

Kam, J. A. (2011). The effects of language brokering frequency and feelings on Mexican - heritage youth's mental health and risky behaviors. *Journal of Communication*, 61(3), 455-475.

Chao, R. K. (2006). The prevalence and consequences of adolescents' language brokering for their immigrant parents. *Acculturation and parent-child relationships: Measurement and development*, 271-296.

Umaña-Taylor, A. J. (2003). Language brokering as a stressor for immigrant children and their families. In M. Coleman & L. Ganong (Eds.), *Points and counterpoints: Controversial relationship and family issues in the 21st century: An anthology* (pp. 157-159). Los Angeles, CA: Roxbury.

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### **Week 6: Language brokering and other institutions**

**DUE:** Midterm Exam before class

Class: We will continue our exploration child language brokering in different domains. Discussion will aim to understand how brokering differs in different spaces, and what other characteristics can impact the language brokering experiences children and families have.

#### Reading:

Lucas, S. E. (2015). Child interpreting in social work: Competence versus legitimacy. *Transnational Social Review*, 5(2), 145-160.

2<sup>nd</sup> reading focuses on CLB in law/police station from Hye Young Kwon

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### **Week 7: Language Brokering, Acculturation & Identity**

Class: Language brokers play a significant role in the acculturation process their families experience in navigating a new community and country. Brokers themselves are also adjusting to new cultures and experiences. This week we discuss acculturation, assimilation, and identity formation.

#### Readings:

Weisskirch, R. S., & Alva, S. A. (2002). Language brokering and the acculturation of Latino children. *Hispanic Journal of Behavioral Sciences*, 24(3), 369-378.

Kwon, H. (2015). Intersectionality in Interaction: Immigrant Youth Doing American from an Outsider-Within Position. *Social Problems*, 62(4), 623-641.

Sánchez, I. G., & Orellana, M. F. (2006). The construction of moral and social identity in immigrant children's narratives-in-translation. *Linguistics and education*, 17(3), 209-239.

### **Week 8: Perceptions**

Class: Almost every article on child language brokering considers the perspectives of brokers, their families, or practitioners from different fields on child language brokering in addition to other issues. This week we focus solely on perspectives directly from child language brokers.

#### *Readings:*

Wu, N. H., & Kim, S. Y. (2009). Chinese American adolescents' perceptions of the language brokering experience as a sense of burden and sense of efficacy. *Journal of Youth and Adolescence*, 38(5), 703-718.

Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. *Journal of Social Issues*, 66(1), 197-210.

Jones, C. J., & Trickett, E. J. (2005). Immigrant adolescents behaving as culture brokers: A study of families from the former Soviet Union. *The Journal of Social Psychology*, 145(4), 405-428.

### **Week 9: Language brokering and immigrant families**

Class: Twenty-five percent of children in the U.S. come from an immigrant household, their experiences and families are often written about in articles like the ones we have read in class. This week will discuss how immigrant families have been portrayed in our readings, and immigration research that intersects with child language brokering.

#### *Reading:*

Dorner, L. M., Orellana, M. F., & Jiménez, R. (2008). "It's One of Those Things That You Do to Help the Family": Language Brokering and the Development of Immigrant Adolescents. *Journal of Adolescent Research*.

Carola Suarez-Orozco reading TBD

### **Week 10: Future directions for language brokering research**

Class: Final papers in class presentations and final lecture to summarize course and discuss future directions for language brokering research.

#### *Readings:*

High school Student brokers for deaf parents

<http://sanfrancisco.cbslocal.com/2014/06/03/students-rising-above-richmond-high-student-helps-deaf-parents-deal-with-life/>

UCLA Alum child language broker to doctor

<http://dailybruin.com/2016/01/11/alum-uses-mentorship-to-translate-medicine-across-cultures-classes/>





# New Course Proposal

	<b>Education 98TB Child Language Brokering</b>	
<b>Course Number</b>	Education 98TB	
<b>Title</b>	Child Language Brokering	
<b>Short Title</b>	CHILD LANG BROKERNG	
<b>Units</b>	Fixed: 5	
<b>Grading Basis</b>	Letter grade only	
<b>Instructional Format</b>	Seminar - 3 hours per week	
<b>TIE Code</b>	SEMT - Seminar (Topical) [T]	
<b>GE Requirement</b>	Yes	
<b>Major or Minor Requirement</b>	No	
<b>Requisites</b>	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.	
<b>Course Description</b>	This course will examine child language brokers- children who mediate language and culture. We will consider the social elements involved in language brokering activities and relationships. Such elements include issues of family dynamics, power relations, identity formation and acculturation.	
<b>Justification</b>	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
<b>Syllabus</b>	File <a href="#">EDUC 98TA_Syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.	
<b>Supplemental Information</b>	Professor Marjorie Orellana is the faculty mentor for this course.	
<b>Grading Structure</b>	Attendance and participation - 25% Reading Discussion Leader - 10% Interview protocols - 5% Midterm - 20% Final - 40%	
<b>Effective Date</b>	Spring 2017	
<b>Discontinue Date</b>	Summer 1 2017	
<b>Instructor</b>	Name <b>Krissia Martinez</b>	Title <b>Teaching Fellow</b>
<b>Quarters Taught</b>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
<b>Department</b>	Education	
<b>Contact</b>	Name <b>MICHELLE CHEN</b>	E-mail <b>mchen@oid.ucla.edu</b>
<b>Routing Help</b>		

## ROUTING STATUS

**Role:** Registrar's Publications Office

**Status:** Pending Action

**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

**Status:** Added to SRS on 9/12/2016 5:02:14 PM

**Changes:** Course Number, Short Title

**Comments:** renumbered to 98TB**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/11/2016 3:55:59 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 7/28/2016 9:20:02 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/27/2016 4:07:30 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/13/2016 4:04:54 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/13/2016 3:47:17 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045