Course description and expectations:
This course will focus on speech and language assessment and intervention with persons from culturally and linguistically diverse backgrounds. Within the boundaries of this broad area, a range of topics will be discussed. In that this is a graduate seminar, your participation will be important (and all of us we be happier if I am not the only one talking). You are expected to demonstrate your competence in problem solving, critical listening, and commentary by participating in discussion during and following the lectures. For my part I will strive to provide state of the art information in lectures and direct discussion in an open, sensitive manner.

Course objectives:
1. To provide an introduction to current issues in the study of communicative impairment in culturally and linguistically diverse populations.
2. To provide an understanding of the processes involved in second language learning and bilingualism.
3. To provide information on cultural diversity.
4. To examine methods to assess and treat communicative impairment in culturally and linguistically diverse persons.

Text:
We will use selected readings, which are noted in a later section. These readings will be placed with the secretary in 136 TLRB.

Course outline and reading assignments:
The following is a "rough" schedule listing when we will be discussing specific topics and reading assignments. Keep in mind that this schedule is likely to change somewhat as the semester progresses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>April 29</td>
<td>Intro to the course Definitions and overview</td>
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<tr>
<td></td>
<td>Battle, <em>Communication disorders in multicultural populations, 2nd Ed.</em> Chapter 1. Communication disorders in a multicultural society</td>
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</tbody>
</table>
May 1 Cultural and linguistic diversity and the educational system

May 6 Cultural and linguistic diversity And the educational system (cont.)

Bilingualism and second language learning

May 8 bilingualism and second language learning (cont.)


May 13 cultural diversity

Duchan, Hewitt, & Sonnenmeier. (Eds.) Pragmatics Chapter 4, Crago & Eriks-Brophy, Culture, conversation, and interaction: Implications for intervention.

May 15 cultural diversity (cont.)

Langdon, section 1, roles and responsibilities, & section 2, the interpreting process.

Use of interpreters/translators

May 19 use of interpreters/translators (cont.), review for midterm

May 22 midterm (during class time)

May 27 assessment methods and procedures


Battle, Communication disorders in multicultural populations, 2nd Ed. Chapter 13. Wyatt, Assessment issues with multicultural populations.

May 29 assessment methods and procedures


June 3 assessment methods and procedures

June 5 Intervention methods and procedures

Bunce, B. (2003). Children with culturally
June 10  diversity and disorders
review for the final

June 12 Final Exam (during class time in 125
TLRB)

Assignments:
1. Two tests: midterm and final examination. Each exam will be worth 100 points, and will be
essay and short answer in nature.

2. Assessment plan. The assessment plan is worth 75 points

You will be provided with several case studies. Select one. You may also make up your own if
you desire. Your assignment is to develop an assessment plan. Tell how you would structure the
assessment and why (e.g., dynamic or traditional assessment, etc.). You should also include
what formal and informal tests you would use, what observations you would perform, what
contexts you would structure, and what sources of data you would search out. For each of these
items provide a rationale (why are you using what you are using) and what you hope to find out.
You will not be graded on length, however, the paper should not be longer than 8 pages.

Grading:
25 pts. Rationale—Does your plan make good sense, based on what we have talked about in
class (this includes the observations you make, the tests you select, etc.)
25 pts. Completeness—Do you cover the necessary bases? Have you made plans to gather all of
the information that you will need? Have you used a variety of sources?
25 pts. Writing style, organization, etc.

I will keep your paper for two weeks after the end of the semester. I will not keep assignments
beyond this time. If you are not going to be around during this time period please turn in an 8 by
11 inch envelope (that can be sealed) and I will return the paper to your student box.

If you are having difficulty finding material for this assignment you can look at the reference list
at the end of the syllabus. In addition, ASHA has prepared an extensive reference list that you
may want to use. This resource is available from me upon request. Also, take care to put all
information into your own words, or to use appropriate quotation marks. Plagiarism will result
in a failing grade on the assignment (which will probably also result in a failing grade in the
class).
Papers will be due at the beginning of class on June 5th. All papers turned in after this time will be penalized 5 pts. per day late.

3. Class participation. Attendance is essential. One cannot participate if not present. You are allowed one excused absence, no questions asked. For additional absences there will be a 5 point penalty per day absent. Being consistently or significantly late, leaving early, falling asleep, etc. will count as an absence (exceptions being university excused absences, illness with a note from your physician, or situations with special circumstances). A bonus of 5 points may be earned for making a meaningful contribution in class on a consistent basis (which means at least three times during the semester).

<table>
<thead>
<tr>
<th>Grading summary:</th>
<th>Exams</th>
<th>200</th>
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<tbody>
<tr>
<td></td>
<td>Assess Assignment</td>
<td>75</td>
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<tr>
<td></td>
<td>Participation</td>
<td>Up to 5 pts. bonus</td>
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Grades will be assigned on a traditional scale, with 90% being an A, 80% being a B, etc. However, I reserve the right to adjust this as is appropriate.

The midterm will be administered during class time in the classroom and must be taken on the day scheduled. The final will be administered on the last day of class in the classroom. Exceptions will be made only in extreme cases and must be negotiated prior to administration of the exam.

Some references:


The university has asked that the following statements be included on each course syllabus:
Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.