COMD 636 - Multicultural Issues in SLP

Spring 2013

Section 001: 125 TLRB on T Th from 8:20 am - 10:50 am

Instructor/TA Info

Instructor Information

Name: Martin Fujiki
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Email: martin_fujiki@byu.edu

TA Information

Name: Marissa Purser
Office Hours: Only By Appointment
Email: marissapurser@gmail.com

Course Information

Description

This course will focus on speech and language assessment and intervention with persons from culturally and linguistically diverse backgrounds. Specific topics of discussion will include:

- Service provision to children from diverse backgrounds, with a focus on English Language Learners
- Second language acquisition and bilingualism
- Influence of cultural diversity on learning
- Interpreting/translating
- Assessment methods for diverse populations
- Intervention methods for diverse populations

Prerequisites
Admission to the ComD graduate program or permission from the instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>92%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>88%</td>
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<tr>
<td>B</td>
<td>82%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>78%</td>
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<tr>
<td>C</td>
<td>72%</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>67%</td>
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<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
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<td>E</td>
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**Learning Outcomes**

**Cultural Influences**

Describe the influence of culture on learning and behavior, with particular emphasis on the educational context.

**Language Differences vs. Disorders**

Contrast language difference with language disorder for the purpose of determining whether a child from a culturally and/or linguistically diverse (CLD) background is a typical or atypical language learner.

**Cultural Influences on Diagnosis**

Identify cultural factors (e.g., interactional styles) that may influence assessment outcomes and give the appearance of impairment.

**Intervention Procedures**

Describe several intervention procedures that would be effective with students with language impairment from CLD backgrounds.

**Assessment Procedures**
Describe assessment procedures that would be effective with students from CLD backgrounds.

**Grading Policy**

1. *Quizzes/projects.* (10 points per exam, for a total of 100 points)

   There will be 11 short quizzes (about one each session). Most of these quizzes will focus on the material from the last class period. In some cases the assignment will involve an out of class project that will be assigned during one class session and due the next. If an exam is given, you **must** be in class when it is administered. Make up exams will not be offered unless you have a university excused absence or a note from a physician indicating illness. In these cases you will be asked to write a two to three page paper in place of the quiz. You can drop one quiz. If you perform poorly on a quiz and want to earn back up to two points you can write a short paper (1 page) on the topic covered by the quiz. The paper must be handed in no later then the session after the exam is returned. Your lowest quiz score will be dropped.

2. *In-class exam, focusing on the reading assignments (100 points).*

   The exam will be administered in class (which means you must complete the exam in the length of time that we have in a class period). The exam will be essay in nature. It is open book, so you can refer to all of the readings. The more information you can draw from the readings and incorporate in your answers, the better you will do. You can also incorporate information from readings that were not required, but found in the reference list at the end of the syllabus. Keep in mind that you must highlight the information in the readings to do well on this test. A typical question might ask you about an issue related to bilingualism, and then ask you to draw on at least four sources from the readings to support your answer.

3. *Assessment plan (100 points).*
You will be asked to describe a child from a culturally diverse background and then develop an assessment plan for that child (if you want to make up your own case study, and for example, focus on an adult in a rehab situation, that will be fine. You should get it approved, however). Tell how you would structure the assessment and why (e.g., dynamic or traditional assessment, etc.). You should also include what formal and informal measures you would use, what observations you would perform, and what sources of data you would include. 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, a rough estimate of how long this should be would be 6-8 pages, single spaced. You can include supplementary materials in an appendix (e.g., a list of available standardized assessments for a particular population; detailed questions that could be used in ethnographic interviewing).

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. Literature. Have you cited the necessary literature to back up what you plan on doing?

25 pts. Writing style, organization, etc.

If you are having difficulty finding material for this assignment you can look at the reference list at the end of the syllabus. Additionally, ASHA has prepared a wide range of materials that you may want to use (accessible through the ASHA website). 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.

Papers will be due on June 6th, 5 pm. All papers turned in after this time will be penalized 5 pts. per day late.

4. Participation.
Your participation in class discussion is important! There is a 10 point penalty per class session missed, the only acceptable excuses being illness or an official university excused absence. In the case of illness or some other excused absence, you can earn these points back by writing a three page (single spaced) paper on the topic covered that day. If you attend every session you will receive a 5 point bonus.

5. **bonus points**

In addition to the attendance bonus of 5 points, you can earn 2 bonus points by completing the on-line course evaluation at the end of the semester.

<table>
<thead>
<tr>
<th>Grading summary:</th>
<th>Quizzes</th>
<th>100</th>
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<tbody>
<tr>
<td></td>
<td>Lesson Plan</td>
<td>100</td>
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<tr>
<td></td>
<td>Reading assignment</td>
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<tr>
<td></td>
<td>exam</td>
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<td>Possible bonus</td>
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**Attendance Policy**

Participation is expected. Absences, being consistently late to class, or missing large periods of class time, will result in a penalty (see grading policy for specifics).

**HBLL Course Reserve Readings**

Password is fuj636

**Assignments**

**Assignment Description**

**Quiz 1**

Due: Thursday, May 02 at 8:15 am
Culture and linguistic diversity In class quiz

Quiz 2

Due: Tuesday, May 07 at 8:15 am

Quiz 2
Quiz 3

Due: Thursday, May 09 at 8:15 am

Quiz 3
Quiz 4

Due: Tuesday, May 14 at 8:15 am

quiz 4
Quiz 5

Due: Thursday, May 16 at 8:15 am

Quiz 5
Quiz 6

Due: Tuesday, May 21 at 8:15 am

Quiz 6
Quiz 7

Due: Thursday, May 23 at 8:15 pm

quiz 7
Quiz 8

Due: Tuesday, May 28 at 8:15 pm

quiz 8
Quiz 9

Due: Thursday, May 30 at 8:15 pm
quiz 9
Quiz 10

Due: Tuesday, Jun 04 at 8:15 am

quiz 10
Quiz 11

Due: Thursday, Jun 06 at 8:15 am

quiz 11
Assessment Paper

Due: Thursday, Jun 06 at 5:00 pm

Exam over the readings

Due: Thursday, Jun 13 at 8:00 pm

Exam on required readings

Course evaluation

Due: Monday, Jun 17 at 11:59 pm

Complete course evaluation

Attendance

Due: Monday, Jun 17 at 11:59 pm

Point Breakdown

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent of Grade</th>
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<tr>
<td>Reading Exam</td>
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<td>Assessment Paper</td>
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<td>Course evaluation</td>
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<td>Attendance</td>
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<tr>
<td>Date</td>
<td>Column 1</td>
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<td>----------------------------------------------</td>
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<tr>
<td>T Apr 30</td>
<td>Introduction to the course</td>
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<tr>
<td>Tuesday</td>
<td>Definitions and overview</td>
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<tr>
<td>Thursday</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>T May 07</td>
<td>Diversity and the Education/Health Care System</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Th May 23</td>
<td>Assessment Methods and Procedures</td>
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*Please note: The asterisk (*) indicates that additional materials may be required for the corresponding quizzes.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Quiz</th>
<th>Details</th>
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<tr>
<td>M May 27</td>
<td>Monday</td>
<td>Quiz 7</td>
<td>Memorial Day Holiday</td>
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<tr>
<td>Th May 30</td>
<td>Thursday</td>
<td>Quiz 9</td>
<td>Westby, C. (2002). There’s more to passing than knowing the answers.</td>
</tr>
<tr>
<td>Th Jun 13</td>
<td>Thursday</td>
<td>Quiz 11</td>
<td>Exam over the readings</td>
</tr>
<tr>
<td>M Jun 17</td>
<td>Course evaluation</td>
<td></td>
<td>Course evaluation</td>
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Monday Attendance

T Jun 18  Exam Preparation Day

Tuesday

Th Jun 20 Thursday

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at
801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic
sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism—The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism—The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement—The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.