COMD 636 - Multicultural Issues in SLP

Spring 2014

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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TA Information

Name: Lauren Nordstrom
Email: lolonordo@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

Service provision for adults with diverse backgrounds, seen in medical settings.

Second language acquisition and bilingualism

Influence of cultural diversity on learning

Overcoming biases in providing quality services

Interpreting/translation
Assessment methods for diverse populations

Intervention methods for diverse populations

**Grading Scale**

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<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
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<tr>
<td>C-</td>
<td>70%</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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<tr>
<td>E</td>
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</tbody>
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**Grading Policy**

1. *Quizzes/projects.* (11 quizzes, with the low quiz dropped, 10 points per quiz, 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 can write a three page paper in place of the quiz (this must be an actual paper with references, etc.). You can drop one quiz.

2. *In-class exam, focusing on the reading assignments (100 points).*
The exam must be completed in the length of time that we have in a class period (two and a half hours). 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. 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 given an individual from a culturally diverse background and then asked to develop an assessment plan for that individual (if you want to make up your own case study, and focus on a particular 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 posted on learning suite. 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 10th, 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, with the only excused absences being serious illness with note from a physician or an official university excused absence. You can have one excused absence without penalty. Cases of extended illness will be handled on an individual basis. In the case of an unexcused absence, or extended excused absences, you can earn points back by writing a three page (double spaced) paper on the topic covered the day missed. If you attend every session, and participate, you will receive a 5 point bonus. (If you miss a day which results in also missing a quiz, you can write a 5 page long paper to earn the points back).

5. *bonus points.*

In addition to the attendance bonus of 5 points, you can earn up to 15 bonus points by completing a volunteer activity. To do this you should locate a group in the community that represents some aspect of diversity and provide at least 2 hours of service. Write up a summary of what you did and what you learned from the experience. For ideas see [http://yserve.byu.edu](http://yserve.byu.edu/) then click on community service to see lists at [http://www.unitedwayuc.org](http://www.unitedwayuc.org).

Please get the activity approved before you begin to make sure it will qualify for this assignment.

*Participation Policy*
See "Participation" under grading policy.

**HBLL Course Reserve Readings**

Many of the course readings are on electronic reserve through the Lee Library.

**HBLL Course Reserve Readings**

password is fuj636

**Assignments**

**Assignment Descriptions**

**Quiz 1**

Due: Thursday, May 01 at 10:45 pm

**Quiz 2**

Due: Tuesday, May 06 at 11:59 pm

**Quiz 3**

Due: Thursday, May 08 at 11:59 pm

**Quiz 4**

Due: Tuesday, May 13 at 11:59 pm

**Quiz 5**

Due: Thursday, May 15 at 11:59 pm

**Quiz 6**

Due: Tuesday, May 20 at 11:59 pm

**Quiz 7**

Due: Thursday, May 22 at 11:59 pm
Quiz 8
Due: Tuesday, May 27 at 11:59 pm

Quiz 9
Due: Thursday, May 29 at 11:59 pm

Quiz 10
Due: Tuesday, Jun 03 at 11:59 pm

Assessment paper
Due: Tuesday, Jun 10 at 5:00 pm

Paper describing assessment procedures (see syllabus)

Quiz 11
Due: Tuesday, Jun 10 at 11:59 pm

Participation Bonus
Due: Thursday, Jun 12 at 11:59 pm

Students who have perfect attendance get a 5 point bonus.

Reading exam
Due: Thursday, Jun 12 at 11:59 pm

reading exam

Volunteer Activity Due
Due: Tuesday, Jun 17 at 11:59 pm

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.

**Schedule**

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<td>Culture and linguistic</td>
<td>Kalyanpur, M., &amp; Harry, B. (1998). <em>Culture</em></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<td>M - May 26</td>
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<td>Intervention Methods</td>
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