COMD 636 - Multicultural Issues in SLP

Spring 2015

Section 001: 177 TLRB on T Th from 8:20 am - 10:50 am

Instructor/TA Info

Instructor Information

Name: Martin Fujiki
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Email: kelseyp@gmail.com
Name: Panika Palmer
Office Hours: Only By Appointment
Email: panikae@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/translating
Assessment methods for diverse populations
Intervention methods for diverse populations

Prerequisites

A course in language impairment at the graduate or undergraduate level.

Learning Outcomes

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

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

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.

Bilingual Language Learning

Demonstrate knowledge of typical second language learning processes.

Assessment Procedures

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

Grading Scale

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<th>Grades</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>92%</td>
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<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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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 or projects (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. 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. Please indicate the page no. where your answer comes from.

3. Activities: Ethnographic Interview (35 points).
This assignment is based on an assignment developed by Celeste Roseberry-McKibbin. You should interview a person who has immigrated to the USA from another country. Please write up a 3 page summary of your interview. Indicate the person's first name, gender, country of origin, native language and other
languages spoken, and age when they initially came to the USA. Please do not use another student in the BYU ComD grad program. Some areas to focus on might include the reason for coming to the USA, differences and similarities between the USA and their country of origin, what do they see as the most positive and most negative characteristics of Americans, their experience learning English, and cultural differences they have experienced. Finally, please indicate how what you have learned would influence your assessment and intervention if you were working with the person you interviewed. If you cannot find a person to interview you may summarize two journal articles (5 pages each). Please have the articles pre-approved before starting. Turn in a copy of each article with its summary.

4. Activities. Take two of the available implicit bias tests (20 pts.).
   Go to bit.ly/implicit-bias-test. You may choose any of two of the tests to take (you can take more if you desire). Summarize what you learned about yourself from the results.

Attendance Policy

Your participation in class discussion is important! There is a 10 point penalty per class session missed, with the only excused absences being illness 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 and also miss a quiz, you can write a 5 page long paper to earn the points back for the quiz). Lost points will be subtracted from your quiz score.

5. bonus points.
   You can earn up to 5 bonus points for perfect attendance.

Assignments

Assignment Descriptions

Quiz 1
Due: Thursday, Apr 30 at 11:59 pm

Quiz 2
Due: Tuesday, May 05 at 11:59 pm

Quiz 3
Due: Thursday, May 07 at 11:59 pm

Implicit Bias Test
Due: Thursday, May 07 at 11:59 pm

Take one of the available "implicit bias tests" and summarize what you learned from taking the test.

Quiz 4
Due: Tuesday, May 12 at 11:59 pm

Quiz 5
Due: Thursday, May 14 at 11:59 pm

Quiz 6
Due: Tuesday, May 19 at 11:59 pm

Quiz 7
Due: Thursday, May 21 at 11:59 pm

Quiz 8
Due: Tuesday, May 26 at 11:59 pm

Quiz 9
Due: Thursday, May 28 at 11:59 pm
Quiz 10
Due: Tuesday, Jun 02 at 11:59 pm

Ethnographic Interview
Due: Thursday, Jun 04 at 11:59 pm
Interview a person from a different culture.

Quiz 11
Due: Thursday, Jun 04 at 11:59 pm

Reading Exam
Due: Thursday, Jun 11 at 11:59 pm
You will have 2.5 hours to answer three essay questions on the readings. The exam will be open book, open note (you can use any resource available to you except another person). A typical question might focus on an aspect of bilingualism and then ask you to support your answer using 3 of the readings. Please cite the page number that your information from each reading.

Bonus points
Due: Thursday, Jun 18 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 every
instructor's 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.

**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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**Implicit Bias Test**

**Quiz 3**


**Quiz 4**

| Th May 14 Thursday | Assessment methods and procedures | Paul & Norbury, Chapter 5, Assessment section, pp. 148-160.  

**Quiz 5**


**Quiz 6**

<p>| Th May 21 Thursday | Assessment methods and procedures | Carol Westby-guest speaker (tentative) |</p>
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**Quiz 8**

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<th>Intervention Methods</th>
<th>Paul &amp; Norbury, Chapter 5 Intervention section (pp. 160-173)</th>
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**Quiz 9**

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**Quiz 10**

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**Quiz 11**

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<th>Reading Exam</th>
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<td>T Jun 16</td>
<td>Exam Preparation Day</td>
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<td>Th Jun 18</td>
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**Bonus points**