ComD 636, Multicultural Issues in Speech Language Pathology  
Spring 2008

T, Th 8:20-10:50, 125 TLRB  
Instructor: Dr. Fujiki, Office hours: 11-12 Th, 130 TLRB, or by appointment  
TA: Lauren Hart

Overview:
The mission of BYU is to provide an education that is (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building leading to (4) lifelong learning and service. In harmony with this mission, the conceptual framework (CF) of the David O. McKay School of Education emphasizes that student training stress (1) the moral dimensions of teaching, (2) academic excellence, (3) meaningful collaboration with parents and other professionals, and (4) the development of social competence. Within this broad university and college context, this course focuses heavily on academic excellence. The basic goal is to provide you with the knowledge that you will need to work effectively with individuals from culturally and linguistically diverse backgrounds. Basic to all you do in your role as a clinician, however, is the importance of the moral dimension of teaching. In addition, providing appropriate intervention must include meaningful collaboration with other professionals and parents. A key component to this collaboration, as well as successful intervention, will be the ability to interact in a socially competent manner.

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 will be happier if I am not the only one talking). You are expected to participate 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 Goals:
The overall goal in this course is to provide you with the information needed to assess and treat the communication problems of children from culturally and linguistically diverse backgrounds. To accomplish this goal we will cover the following areas:

- Service provision to children from diverse backgrounds
- Second language acquisition and bilingualism
- Influence of cultural diversity on learning
- Assessment methods for diverse populations
- Intervention methods for diverse populations

We will focus on the following objectives (objectives are organized to demonstrate how they meet the KASA standards. Also indicated is how the various objectives address the CF of the school). Keep in mind that these standards embody what you are to learn in this class and are a direct indication of material on which you will be tested.
Standard III-B Basic human communication processes
demonstrate knowledge of basic terminology related to the study of individuals from culturally
and linguistically diverse (CLD) backgrounds (e.g., race, culture). (CF 1, 2, 4)

describe the influence of culture on learning and behavior, with particular emphasis on the
educational context (CF 1, 2, 3, 4).

describe second language acquisition and native bilingualism in typically developing individuals
(CF 2).

describe the influence of different learning contexts on second language proficiency (CF 1, 2).

list factors that facilitate or hinder second language learning in typical learners in culturally
diverse contexts. (CF 1, 2, 3, 4)

Standard III-C Nature of Speech, Language, and Communication Disorders
contrast language difference with language disorder for the purpose of determining whether a
child from a CLD background is a typical or atypical language learner (CF 1, 2, 3, 4).

Identify cultural factors (e.g., interactional styles) that may influence assessment outcomes and
give the appearance of impairment (CF 1, 2, 3, 4)

describe stages of acculturation and how these might influence linguistic and academic
performance in a child from a CLD background (CF 1, 2, 3, 4)

Standard III-D Prevention, Assessment, Intervention
describe programs used to teach typically developing school age children a second language
(e.g., various types of immersion, bilingual programs). (CF 2)

describe how a caretakers’ or parents’ cultural views (e.g., on education, disability) may impact
service delivery for students from CLD backgrounds (CF 1, 2, 3, 4).

List and describe the laws and regulations governing service provision to students from CLD
backgrounds. (CF 2)

describe the educational service delivery models that students from CLD backgrounds encounter
in the United States. (CF 2)

describe how to employ a translator in the assessment and intervention process with
parents/caretakers and children from CLD backgrounds (CF 1, 2,3, 4).

describe ethnographic interviewing as a method of gathering information from caretakers and
parents of children from CLD backgrounds (CF 1, 2,3, 4).

describe informal assessment strategies to separate different language systems from impaired
language systems (CF 1, 2, 3).
list the uses and limitations of formal assessment procedures with students with language impairment from CLD backgrounds (CF 1, 2, 3).

Describe several intervention procedures that would be effective with students with language impairment from CLD backgrounds (CF 1, 2, 3).

**Text:**
We will use selected readings, which are noted below. These readings will be placed on reserve with the secretary in 136 TLRB.

**Course outline and reading assignments:**

The following is a tentative schedule listing when we will be discussing specific topics and reading assignments. Keep in mind that this schedule may change somewhat as the semester progresses.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>April 29 Intro. to the course</td>
<td>Battle, <em>Communication disorders in multicultural populations, 3rd Ed.</em> Chapter 1. Communication disorders in a multicultural society</td>
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<tr>
<td>May 1 Cultural and linguistic diversity and the educational system</td>
<td>Langdon, H. W. <em>Assessment &amp; intervention for communication disorders in culturally and linguistically diverse populations</em>. Chapter 3. Optimal second-language learning for CLD populations.</td>
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<tr>
<td>May 6 Cultural and linguistic diversity and the educational system (cont.)</td>
<td>Genesee, Paradis, &amp; Crago, <em>Dual language development &amp; disorders</em>, Chapter 6, Second language acquisition in children.</td>
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<tr>
<td>May 8 Bilingualism and second language learning (cont.)</td>
<td>Guest speaker: <em>Barbara McCauley Lovejoy</em></td>
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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.)


May 20 use of interpreters/translations
Langdon, H. *The interpreter translator: Process in the educational setting*. section 1, roles and responsibilities.

May 22 assessment methods and procedures

May 27 assessment methods and procedures

May 29 assessment methods and procedures

June 3 assessment methods and procedures
Westby, C. There’s more to passing than knowing the answers. Chapter 8 In Ukrainetz, *Contextualized language intervention*.

June 5 Intervention methods and procedures
June 10 Intervention methods and procedures

Ms. Robinson presentation

June 12 Open book exam on readings.

Assignments:

1. Short exams/projects. (10 points per exam)

There will be 11 short exams (about one each session). Most of these exams 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 short paper in place of the exam. You can drop one exam. If you perform poorly on an exam and want to earn back up to two points you can write a short paper (1 or 2 pages) on the topic covered by the exam. The paper must be handed in no later then by the session after the exam is returned. Your lowest exam 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 bring all of the readings in and refer to them. 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.

3. Lesson plan (30 points).

You will be provided with a case study. Develop a lesson plan for your first intervention session. You should write goals and objectives. The lesson plans should focus on how you achieve your objectives. It should include (but not necessarily be limited to) the following: purpose, preparation, materials, procedures, and data collection. You will not be graded on length, however, your paper should not be longer than 5 pages. This assignment is due on June 10, but can be handed in earlier.

4. Participation.

Your participation in class discussion is important! You can have one unexcused absence, no questions asked. After that you will be penalized 5 points per class session missed, the only acceptable excuses being illness with a note from a physician or an official university excused absence.
5. **bonus points.**

Attend a lecture, either on or off campus, by an expert on a topic related to a class objective. You may also attend an activity (e.g., an activity sponsored by the BYU multicultural student organization, etc.). To avoid problems you should get the lecture or activity approved beforehand (e.g., eating lunch at the Azteca Restaurant or Café Rio or attending a production of *Ragtime* does not count). Write a one-page paper summarizing what you learned.

You can also earn 2 bonus points by completing the on-line course evaluation at the end of the semester.

<table>
<thead>
<tr>
<th>Grading summary</th>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Lesson Plan</td>
<td>30</td>
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<tr>
<td>Reading assignment exam</td>
<td>100</td>
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<tr>
<td>Possible bonus</td>
<td>Up to 7 pts.</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 make adjustment as is appropriate.

**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.