Introduction
Welcome. This syllabus is designed to provide you with information about the course, Multicultural/Multilingual Issues in Communication Disorders: A Hispanic Focus. Read the syllabus carefully and refer to it as a guide to the policies and procedures for this course. Bring your syllabus to every class. Readings/assignments may be added or deleted to facilitate your understanding of concepts.

Speech-Language Pathology Program Objectives
At the end of the semester, students will demonstrate knowledge in the following ASHA Standards and UTEP knowledge and clinical competencies.
ASHA Standard: III (as related to multicultural/multilingual issues)
IV B Oral and Written Skills
UTEP Competencies: Cross cultural

Course Description
This course is designed to promote and develop students’ cultural sensitivity and appreciation of variations in human behavior and values; awareness of language variables that are influenced by culture which determine the provision of services to African American, Asian-Pacific American and Native American, Middle Eastern and Arab American clients and families throughout the U.S.; and understanding of cultural and language variables that will influence the provision of services to clients and families of bilingual Spanish/English and monolingual Spanish speakers, particularly along the U.S./Mexico border. Course instruction will include discussion of emerging U.S. demographics and their effect on speech-language pathology services; critical review of seminal and emerging literature/research on culture and the impact of culture on the psychosocial and communicative development of the diverse groups aforementioned; typical and disordered language development in these populations; bilingualism; bidialectalism; language loss; and issues of best practices with multicultural populations in assessment, diagnosis, report writing, intervention methods and counseling for disorders of speech, language, fluency, voice, swallowing, neurogenic communication and deafness and hearing loss.

Course Objectives
Students who successfully complete the course will:

1. Discuss emerging U.S. demographics and their effect on speech-language pathology services.
2. Be able to discuss the American Speech-Language-Hearing Association’s position statement regarding treatment of individuals from culturally and linguistically diverse populations.
3. Develop and demonstrate an understanding of theoretical and descriptive information on cultural and linguistic variation.
4. Develop and demonstrate an ability to critically evaluate information on multicultural/multilingual topics related to assessment and intervention in speech-language pathology.
5. Discuss current literature on normal development of language in morpho-syntax, phonology and pragmatics of five multicultural/multilingual groups (African Americans, Asian-Pacific Americans, Native Americans, Middle Eastern and Arab Americans, and Hispanic Americans) in the U.S.
6. Discuss current theories about the acquisition of more than one language and more than one dialect of a language.
7. Acquire information on the variations in etiology, frequency, and manifestation of communication disorders in multicultural/multilingual populations.
8. Be able to identify cultural/linguistic variables that can affect diagnosis of communication disorders and influence intervention.
9. Develop and demonstrate the ability to use appropriate speech, language, and hearing assessment and intervention procedures with multicultural/multilingual populations.
10. Develop and demonstrate oral and written skills for presenting information on multicultural/multilingual issues in speech-language pathology.

**Teaching and Learning Strategies**
Student learning is the overall objective in this course. To achieve that objective, a variety of instructional methods will be used. These instructional methods include lecture, class discussion and interaction, application exercises (written assignments), and reading.

*A student requiring special accommodations should notify the instructor as soon as possible.*

**Course Readings**
The reading for this course comes from the required texts and current journal articles and book chapters (see attached reference list).

**Required Texts** (available at the University Bookstore):

**Course Requirements and Evaluation**
My expectations for you during the semester are as follows:

1. *Attend class, actively participate in class discussions and activities, and be prepared to respond to discussion questions provided.* Students are required to attend all classes. If an absence is unavoidable, please contact Dr. Jenkins prior to class. **In the event of an absence, you are responsible for obtaining class notes and assignments.** If you are absent when an assignment is due, turn it in prior to the class period for which you will be absent. Extenuating circumstances should be communicated directly to Dr. Jenkins. Reading is assigned for most class sessions. It is critical that reading and assignments are completed prior to class, and that each student come to class prepared to participate in all discussions and activities. Each student will work with a team in leading class a discussion relating to a research article. The team of students will: (a) review/summarize the key points in a particular research article; (b) highlight how the article relates to the general topic; (c) develop clinical implications for assessment and intervention; (d) engage your classmates in discussion via questions or activities.

2. *Take Two In-Class Exams:* The objective of each exam is to assess student learning of the material covered in each segment of the course. Exams will be based primarily on course readings and class discussions, and designed to promote integration and synthesis of class discussions, readings, and your own ideas.
3. **Complete various assignments.** These will be handed out in class with directions for completion.

4. **Complete an Ethnographic Interview of an Adult Bilingual Speaker.** Develop your own list of 5-10 open-ended questions (Tell me about the events surrounding your coming to the U.S, Describe your English learning experiences, Explain your bilingualism in terms of speaking reading and writing, etc.). These types of questions should generate conversation or dialogue. Transcribe the interview using the Systematic Analysis to Language Transcript (SALT) program (available in ILC). Provide a summary of the interview including: weaknesses and strengths in terms of obtaining the information/knowledge that you desired, any noticeable differences in language use, and the clinical implication of your experience. The completed assignment is due September 7th for class discussion.

4. **Complete a 20-page paper and prepare a poster presentation from the paper:** Students will conduct a literature review on a multicultural/ multilingual group randomly assigned. The focus of the literature review should include the group’s culture, learning and behavioral styles; stereotypes attributed to the group and how these originated; the group’s views regarding illness and disability; characteristics (e.g., semantics, morpho-syntax, phonology, pragmatics) of the group’s oral and written (casual and academic, respectively) language; a summary of the characteristics of a speech and/or language impairment (your choice) in comparison to a person of the same age and gender from “mainstream American culture” and one other “minority American culture” covered in this course; and clinical implications regarding assessment and intervention based on your selected speech and/or language impairment. A detailed outline of your research paper is required and is due October 5th. The paper is due November 2th. Finally, students will prepare a poster presentation to be displayed in the Auditorium November 30th and to be explained to faculty, staff and students in related disciplines at UTEP.

5. **Complete a comprehensive Final Take-Home Exam.** The date and time of the exam will be announced later in the semester.

### Course Evaluation and Grading System

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz 1 – Quiz 2</td>
<td>60</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
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<tr>
<td>Poster Presentation</td>
<td>20</td>
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<tr>
<td>20-Page Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
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Grades will be assigned as follows: 90-100% (180-200) = A, 80-89% (160-179) = B, 70-79% (140-159) = C, below 70% (138 and under) = F

### Projected Class Calendar of Topics and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Review syllabus and course requirements. Handout Assignment 1 Complete Ethnographic Interview</td>
<td>Battle, Introduction, Chapter 15; ASHA</td>
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<tr>
<td>August 31</td>
<td>Why this course? Does culture matter?</td>
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<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Resource(s)</td>
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<tr>
<td>September 7</td>
<td><strong>Due: Ethnographic assignment for discussion in class</strong></td>
<td>Battle: Chapter 1</td>
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<td></td>
<td>Concepts and terms associated with cultural and linguistic diversity.</td>
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<tr>
<td>September 14</td>
<td><strong>Concepts and terms associated with cultural and linguistic diversity.</strong></td>
<td>Battle, Chapter 2; Lippi-Green (1997)</td>
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<td>September 21</td>
<td>African Americans Video: Presentation</td>
<td>Battle: 3; Cheng (2001); Parette, Chuang, &amp; Huer (2004); Hwa-Froelich &amp; Westby (2003); Garo Gee &amp; Takeuchi (2002)</td>
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<tr>
<td>September 28</td>
<td>Asian-Pacific Americans Video Presentation</td>
<td>Battle: Chapter 5; King (2002); Risling &amp; Shortbull (2003).</td>
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<tr>
<td>October 5</td>
<td>Hispanic Americans Video Presentation <strong>Due: Detailed outline including references.</strong></td>
<td>Battle: Chapter 6;</td>
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<tr>
<td>October 7</td>
<td>Native Americans; Video Presentation</td>
<td>Battle: Chapter 5; King (2002); Risling &amp; Shortbull (2003).</td>
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<tr>
<td>October 12</td>
<td>Middle Eastern and Arab Americans Video Presentation</td>
<td>Battle: 4; Amayreh &amp; Dyson (1998); Read (2003); Morioka-Douglas, Sacks, &amp; Yeo (2004)</td>
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<tr>
<td>October 19</td>
<td><strong>Quiz 1</strong> Language Disorders, Speech Disorders and Bilingual Language Disorders</td>
<td>Battle, Chapter 7; Bedore (2001); Leonard &amp; Bedore (2001); Oetting &amp; McDonald (2001) Groups I &amp; II</td>
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<tr>
<td>October 26</td>
<td>Neurogenic Communication Disorders; Swallowing Disorders; Augmentative/Alternative Communication and Assistive Technology</td>
<td>Battle Chapter 8; Bridges and Midgette (2000); Group III</td>
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<td>November 2</td>
<td>Fluency Disorders; Voice and Voice Disorders; Hearing Disorders and</td>
<td>Battle: Chapters 9, 10, 11, 12; Watson &amp; Kayser (1994)</td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>References</td>
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<td>November 9</td>
<td>Assessment</td>
<td>Battle: Chapter 13; Long &amp; Christensen (1998); Bedore (2001); Gutierrez-Clellen &amp; Pena (2001) Robinson-Zanartu (1996);</td>
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<td>November 16</td>
<td>Intervention</td>
<td>Battle: Chapter 14; Atwood &amp; Conway (2004)</td>
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<td>November 23</td>
<td>Quiz 2</td>
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<td>November 30</td>
<td>Practice Poster Presentation</td>
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<tr>
<td>December 7</td>
<td>Final Exam</td>
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</tbody>
</table>

References (Incomplete List):


Bountress, N. (1994). The classroom teacher and the language-different student: Why, when, and how of
intervention. Preventing School Failure, 38, 10-17.


