

CSD 4140
Cultural and Dialectical Issues in Communication Disorders
3 Semester Hours- Spring 2012
Room 155- Speech Building Tuesday 4:00 p.m. - 6:45 p.m.
Ruth Renee Hannibal, Ph.D., CCC-SLP

College of Education
Valdosta State University
Department of Communication Sciences and Disorders
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic teacher Education Program Accomplished Teacher
Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

Required Text

Coleman, T.J. (2000). Clinical management of communication disorders in culturally diverse children. Boston: Allyn and Bacon.

Course Description: This is a class on the interrelation of sociological variables and linguistic performances with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.

College of Education and The American Speech-Language-Hearing Standards

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Course Objectives

1. Students will develop the understanding and discuss ASHA's documents Concerning:
 - Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services
 - Cultural Competence
 - Clinical Management of Communicatively Handicapped Minority Language Populations
2. To develop the students' knowledge of the relationship between language and society, language, culture, learning styles, cultural variables, and the various functions of language and society.
3. To increase the students' understanding of the nature of barriers to valid assessment and intervention procedures when working with multicultural populations.
4. To increase the students' awareness of methods useful for reducing cultural barriers to successful intervention for communication disorders within multicultural populations.
5. To increase students' knowledge of language differences and various dialects.

Course Activities/Assignments/Requirements

Students will:

Complete a case study on an individual from a culturally linguistic diverse group (CLD) and present the findings (group project)	100 pts.	10%
Attend one cultural event and write a reflection paper	100 pts	10%
Professional Articles Summary	100 pts.	10%
Reflection of movie	100 pts.	10%
Examination I	100 pts.	20%
Examination II	100 pts.	20%
Final Examination	100 pts.	20%

Course Evaluation

Students are responsible for reading all assignments regardless if material is covered in class

1. Students will demonstrate knowledge of content material by examination III-C
2. Students will perform an oral peripheral examination, clinical swallowing examination, and test administration, III-C
3. Students will demonstrate ability to analyze clinical data of case study and develop a treatment plan, III-C
4. Students will demonstrate oral communication skills of a case

Due Dates

Professional article summaries	TBA
Examination I	February 14, 2012
Cultural Event	TBA
Case Study & Treatment Plan (group project)	March 27, 2012
Examination II	April 03, 2012
Reflection movie	April 17, 2011
Final Examination	April 24, 2012

All articles should be written and typed in APA format.

Left Margin: Last name first, First name last

12 Font Times New Roman

Follow APA guidelines for reference

A minimum of one single-space typed page per article

Grading Scale

A = 93-100

B = 85 - 92

C = 77- 84

D = 69 - 76

F = below 69

NO LATE ASSIGNMENTS WILL BE ACCEPTED. Family emergencies should be discussed with professor so that other arrangements can be made regarding makeup of tests.

Days to observe

Spring Break
Last Day of class

March 12-16, 2012
April 24, 2012

Class decorum

- **All assignments are to be typed.**
- **Students are required to attend class on time. All students who enter class after the instructor has taken the roll will be marked absent. Team members will be responsible for taking roll in your group.**
- **Professionalism is expected at all times**
- **All cell phones are to be turned off during class**
- **No student will be allowed to leave class during testing**
- **Students are required to read ALL assigned chapters in the required text and any other articles that have been assigned.**
- **If your phone goes off during class, you will be asked to leave and not return until the next class session. Please refrain from sending/responding to text messages during class.**
- **At any time during the semester, inappropriate usage of laptop/computers (i.e. checking email, accessing social networking sites, surfing the internet, etc) can result in banning laptop/computer usage for the remainder of the semester. This is at the sole discretion of the instructor.**
- **Please be courteous of others and observe professional classroom decorum.**

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during this course. All students who have missed more than what the university policy indicates, will receive a failing grade. Any unusual circumstances should be discussed with the professor. If you are absent and a worksheet is provided, you will not be given any credit for completion of the worksheet. Students will be considered absent when they come to class late after the roll has been called and who leave class early. Please note that any incomplete assignments will affect your final grade.

APA STYLE

The Department of Communication Sciences and Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. Procedures for APA style are found in:

American Psychology Association (2010). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Refer to Owl Purdue Online Writing Lab for tutorial.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located Office located in Farber Hall. (229)245-2498 (V) (866)948-3815 (VP) (229)219-1348 (TTY) (229)245-3788 (FAX)

www.valdosta.edu/access

SOI SYLLABUS STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Office address: Office 242 Speech Building
Office phone: 219-1310
E-mail address: rrhannib@valdosta.edu
Office hours: Wednesday: 11-12; 1-2; 3:30-6:30. Thursday: 11-12, 2:00-6:00. Friday:
11:00-12:00

All appointments should be made 24 hours in advance. No email appointments
All emails will be sent only to your VSU account.

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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Grading Assignment Sheet

This sheet is provided so that you can keep up with your own grades.

Name _____

Professional Articles summaries _____/10% = _____

Cultural event (reflection paper) _____/10% = _____

Case study & treatment plan _____/10% = _____

Reflection of movie _____/10% = _____

Examination I _____/20% = _____

Examination II _____/20% = _____

Final Examination _____/20% = _____

Total points _____

Final Letter Grade _____