

SHS 646 SYLLABUS

MULTICULTURAL LANGUAGE ISSUES

Instructor: Steven J. Cloud, Ph.D., CCC-SLP
Office #: 229
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TEXT: Battle, D.E. (2002). Communication disorders in multicultural populations (3rd ed.). Woburn, MA: Butterworth-Heinemann.

American Psychological Association (2001). Publication manual of the American psychological association (5th ed.). Washington, DC: Author.

Recommended Reading:

Moody, Anne (1968). Coming of age in Mississippi. New York, NY: Bantam Doubleday Dell Publishing Group, Inc. (Available in the Student Union bookstore).

GRADING SYSTEM:

100 Points--Examination #1

100 Points--Examination #2

100 Points--Examination #3

50 Points--Paper

(Five Points at your discretion).

A multiple choice format will be used for questions taken from the textbook.

GRADING:

315-350 = A

280-314 = B

245-279 = C

210-244 = D

<210 = F

Five Points Extra Credit will be awarded if you read Anne Moody's book and write the requisite paper.

PAPERS:

Quantity: To be considered for an "A" grade, students must write a paper totaling a minimum of 15 pages (excluding the title page, references, and appendices). You may use as many reference sources as you like, but a minimum of six different reference sources is required.

Quality: The grade that you receive will depend on the quality of the content, as well as the appropriateness, of your writing and typing skills. Carefully edit your papers to eliminate spelling and grammatical errors, typographical mistakes, etc. Remember that the paper must be written utilizing the APA format, or the style recommended by The American Psychological Association.

Content: The paper may be written on any topic of interest, but it must pertain to multicultural issues and to some aspect of language associated with these issues. You should begin researching your paper as quickly as possible because there likely will be considerable competition for resource materials.

Due Date: Papers will be due on **Thursday November 10.**

Late Papers: Papers turned in after the deadline (the beginning of the class period on the due date) will be docked two points, and an additional two points will be deducted for each class period missed thereafter.

COURSE OBJECTIVES:

The primary objective of this course is to 1) sensitize the student to understand some of the problems encountered by culturally-different individuals in this country, particularly as these problems relate to communication differences, and 2) to present the student with some methods which may be used to help culturally different individuals to communicate more effectively in a Mainstream American English (MAE)-speaking environment.

I will attempt to present the controversial topics which will be discussed in this class from a broad-based perspective, providing you with two or more viewpoints regarding many of these issues. You must realize, however, that the instructor relies on his own personal cultural background and previous life experiences to formulate theories, ideas, and opinions. Therefore, you must read, listen, think, and then decide for yourselves the propriety of the material presented, as well as the desirability of the solutions suggested.

COURSE OUTLINE

PART I. NONSTANDARD SPEAKERS

- I. General Background Information
- II. Cultural Language Differences
- III. Social Class and Dialect
- IV. Norms for Nonstandard Language Development
- V. Nonstandard African-American English
- VI. Appalachian English
- VII. Nonverbal Behavior
- VIII. Parent-Home-Child Dialect Relationships
- IX. Assessment

X. School Performance, Reading, and Linguistic Interference

XI. Providing the Teacher with Relevant Information

EXAMINATION #1: Tuesday, September 27. The examination will cover information presented in class and Chapters 1-5 in your textbook.

XII. School Performance and Teacher Attitudes

XIII. Listener Behavior and Attitudes

XIV. Deaf Culture

XV. Situational Influences/Pragmatic Variables

XVI. Programs in Different Communities

XVII. Position Papers

XVIII. The Role of the Speech-Language Pathologist

PART II. NON-NATIVE SPEAKERS OF ENGLISH

I. Background Information

II. Normative Data

EXAMINATION #2: Tuesday, November 8. The examination will be comprehensive, with most of the questions coming from material presented after examination #1. You also will be tested on information taken from Chapters 6-11 in your textbook.

III. Assessment

IV. Teaching Strategies

V. Parental Involvement

VI. Bilingual Speakers

- a. Hispanics
- b. Asians

VII. Intercultural and Cross-Cultural Communication

VIII. The Role of the Speech-Language Pathologist

FINAL EXAMINATION: Thursday December 15 at 8:00 a.m. The examination will be comprehensive, and you will be evaluated on information presented in class and on information taken from Chapters 12-15 in your textbook.

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After completing this course, students will be able to:

1. Describe current demographics in the United States as they relate to race and ethnicity.
2. Understand how dialect affects socioeconomic status.
3. Distinguish African-American English language differences from language disorders.
4. Explain how Appalachian English differs from MAE.
5. Discuss how nonverbal language affects communicative interactions.
6. Explain differences between Latino and American cultures.
6. Know how to distinguish nonstandard American English speakers from MAE speakers.
7. Understand Deaf culture.
8. Be culturally sensitive.

Students will receive five additional points toward their final grade if they read Anne Moody's (1968) book, Coming of Age in Mississippi, and if they write a five page paper which reflects their thoughts and opinions regarding this book. This paper does not have to be written in the APA format.

DISABILITIES: If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232

Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.