SHS 646 SYLLABUS

MULTICULTURAL LANGUAGE ISSUES

SUMMER 2016

Instructor: Steven J. Cloud, Ph.D., CCC-SLP
Office #: 238
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Recommended Reading:


GRADING SYSTEM:

100 Points—Examination #1
100 Points—Examination #2
100 Points—Final Examination
50 Points—Paper

(With five additional points available at your discretion if you choose to read *Coming of age in Mississippi* and to write the paper on this book).

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

GRADING:

350-315 = A
314-280 = B
279-245 = C
244-210 = D
<210 = F
Five Extra Credit points will be awarded if you read Anne Moody’s book and write the requisite paper.

**REMEDICATION:**

Students who make lower than a “B” on any examination must come to the instructor’s office to discuss study habits and the reasons for inadequate performance. Extra readings and additional homework assignments will be allocated as necessary to ensure the acquisition of required skills.

**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 eight 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 writing, spelling, and grammatical skills. Carefully edit your papers to eliminate spelling and grammatical errors, typographical mistakes, etc. Remember that the paper **must** be written in the format, or style, recommended by The American Psychological Association (APA). A copy of the APA manual can be purchased at the Barnes & Noble textbook center, and a copy also is available for checkout in the main office.

**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 need to begin researching your paper as soon as possible because there likely will be considerable competition for resource materials.

**Due Date:** Papers will be due in class on **MONDAY, JULY 18th**. Papers turned in to me by July 6th will be partially edited and returned to the student with comments for revision.

**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 additional day the paper is late.

**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 those problems relate to communication differences; and, 2) to present the student with some methodologies that may be used to help culturally different individuals
communicate more effectively in a Mainstream American English (MAE)-speaking environment.

The instructor will attempt to present the controversial topics that will be discussed in this class from a broad-based perspective, providing students with two or more viewpoints regarding many of these issues. You must realize, however, that the instructor relies on his own 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** (Understand that some of these issues will be addressed, and others will not, depending on the time available):

**Part I. NONSTANDARD SPEAKERS OF ENGLISH**

I. General Background Information  
II. Cultural Language Differences  
III. Social Class and Dialect  
IV. Nonstandard African-American English  

**EXAMINATION #1: MONDAY, JUNE 20th.** The examination will cover information presented in class in addition to Chapters 1-5 in your textbook.  

V. Appalachian English  
VI. Nonverbal Behavior  
VII: Assessment  
VIII: Deaf Culture  
IX: Position Paper  
X: The Role of the Speech-Language Pathologist  

**EXAMINATION #2: WEDNESDAY, JULY 13th.** 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.

**Part II. NON-NATIVE SPEAKERS OF ENGLISH**

I. Background Information  
II. Bilingual Speakers  
   a. Latinos  
   b. Asians  
III. Intercultural and Cross-Cultural Communication  
IV. The Role of the Speech-Language Pathologist
FINAL EXAMINATION: WEDNESDAY, AUGUST 3rd (9:00-10:30). The Final 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.

COURSE OBJECTIVES:

After completing the course on Multicultural Language Issues (SHS 646), students will be able to do the following:

1. Describe current demographics in the United States as they relate to race and ethnicity.
2. Understand how dialect affects socioeconomic status (SES).
4. Explain how Appalachian English differs from MAE.
5. Discuss how nonverbal language affects communicative interactions.
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 reflecting their thoughts and opinions regarding this book. The paper does not have to be written in the APA format, and it is due on MONDAY, JULY 25th.

KASA:

Knowledge and Skills Acquisition Outcomes:

General: III-B (Basic Knowledge): Linguistic, Cultural, Developmental/Lifespan.

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.

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SHS 516 COURSE SYLLABUS

ADULT APHASIA

Instructor: Steven J. Cloud, Ph.D., CCC-SLP

Office #: 229

Telephone: (601) 266-6227

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JANUARY

12, 14, 16  Introduction (Neurological Control of Speech and Language)  Chapters 1 and 2.

19  Martin Luther King Jr. Holiday

21, 23  Chapters 1 and 2 (cont.)

26, 28, 30  Medical Aspects of Stroke Rehabilitation/ CVA Terminology (Chapter 3).

FEBRUARY

2, 4, 6  Chapter 3 (cont.). Brain Imaging.

9  EXAMINATION #1

11, 13  Nature and Treatment of Neuromotor Speech Disorders in Aphasia (Chapter 36).
16, 18, 20  Assessment of Language Disorders in Adults (Chapter 4).

23  Mardi Gras Holiday

25, 27  Research Principles for the Clinician (Chapter 5).

**MARCH**

2, 4, 6  Aphasia Treatment: Recovery, Prognosis and Clinical Effectiveness (Chapter 6).

9  **EXAMINATION #2**

11, 13  PRESENTATIONS

16, 18, 20  SPRING BREAK

23, 25, 27  PRESENTATIONS (cont.).

30  **APRIL**

1, 3, 6  PRESENTATIONS (cont).

8  10  Good Friday Holiday

13, 15  PRESENTATIONS (cont.).

17  **EXAMINATION #3**

20, 22  New Treatments for CVA.

24, 27  Maximizing Input and Output (Information Not Provided in Text).

29  Aphasia Assessment and Treatment for Bilingual and Culturally Diverse Patients (Chapter 9).

**MAY**

1  Cognitive Stimulation: Stimulation of Recognition/Comprehension, Memory, and Convergent, Divergent, and Evaluative Thinking (Chapter 17).
PRESENTATIONS: Students will deliver a 10 minute presentation to class participants on a topic of their choice related to aphasia. A minimum one page detailed handout will be provided to class members prior to the presentation. Students will be evaluated on content, delivery, body language, creativity, and preparation. Presentations will be worth 50 points toward the final grade.

GRADING: There will be three 100 point semester EXAMINATIONS and a 150 point FINAL EXAMINATION for this course. EXAMINATION subtests may consist of multiple choice, listing, diagramming of pictures, fill-in-the-blank, short answer, or essay questions. All examinations will be considered comprehensive, but most information will come from information provided in the text or presented in class since the prior exam.

Grades will be administered as follows:

450-500 POINTS = A
400-449 POINTS = B
350-399 POINTS = C
300-349 POINTS = D
<300 POINTS = F

OUTCOMES

After completing the course requirements for SHS 516: Adult Aphasia, students will be able to do the following:

1) A general knowledge of neuroanatomy.

2) The ability to distinguish aphasia from various other speech-language syndromes.

3) Skills required to differentiate various aphasia types.

4) The necessary knowledge to appraise, diagnose, and prognose aphasia.

5) The ability to develop a treatment regimen to remediate aphasic disorders.

6) The skills required to distinguish among auditory comprehension deficits, verbal expression deficits, naming deficits, and motor speech disorders.

7) The ability to present to the class on a topic of interest related to aphasia.

Knowledge and Skills Acquisition Outcomes:
III-B (Basic Knowledge): General (neurological, life span, linguistic, cultural);
III-C (Nature): Etiologies (receptive/expressive language, modality); Characteristics (receptive/expressive language, cognitive);
III-D (Principles/Methods): Prevention (receptive/expressive language); Assessment (receptive/expressive language); Intervention (receptive/expressive language).

REMEDICATION:

Students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for the poor performance. Extra readings and additional homework assignments will be allocated as necessary to ensure the acquisition of required skills.

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SHS 650 SYLLABUS

TRAUMATIC BRAIN INJURY AND COMMUNICATION DISORDERS

Instructor: Steven J. Cloud, Ph.D., CCC-SLP

Office #: 207

Telephone: (601) 266-5217


AUGUST

19, 21 Introduction

24, 26 Mechanisms of Injury: Pathologic Consequences

28, 31 Brain Imaging

SEPTEMBER

2, 4 Epidemiology of Traumatic Brain Injury: Incidence, Clinical Characteristics, Risk Factors, and Prevention

7 Labor Day Holiday

9, 11 Epidemiology of Traumatic Brain Injury in Adults

14 EXAMINATION #1

16, 18 Chapter 2: Traumatic Brain Injury: Functional Outcome and Its Neuropsychological Basis

21, 23 Neuropsychological Assessment of Traumatic Brain Injury in Adults and Children

25, 28 Chapter 3: Functional Collaborative Assessment
Cognitive Dysfunction and Psychoeducational Assessment in Traumatic Brain Injury

**OCTOBER**

2, 5  Neuropsychiatric Evaluation and Treatment of TBI

7  **EXAMINATION #2**

9  FALL BREAK

12, 14  Disorders of Communication in TBI

16, 19  Chapter 4: Positive Everyday Executive System Routines

21, 23  Behavioral Change Strategies for Children and Adolescents With TBI

26, 28  Management of Academic and Educational Problems in TBI

30  Chapter 5: Positive Everyday Cognitive Routines

**NOVEMBER**

2  **EXAMINATION #3**

4, 6, 9, 11  ARTICLE PRESENTATIONS

13, 16, 18, 20  ASHA CONVENTION

23  ARTICLE PRESENTATIONS (continued)

25, 27  Thanksgiving Holiday

30  ARTICLE PRESENTATIONS (continued)

**DECEMBER**

2  ARTICLE PRESENTATIONS (continued)

   REVIEW

7  **FINAL EXAMINATION** (10:45-1:15)
PRESENTATIONS: Presentations may be on any journal article of your choice pertaining to traumatic brain injury. Presentations must be between 10 to 12 minutes long, and they will be accompanied by a minimum two page handout containing information pertinent to your study review. Your presentation will be graded for content, paralinguistic style, originality/creativity, and your ability to respond to questions. You must be prepared to give your presentation when scheduled, even if someone ahead of you is sick or absent. You will present in alphabetical order. Presentations will be worth 50 points toward your final grade.

GRADING: Four comprehensive examinations worth 100 points each will be administered, and presentations will be worth 50 points for a total of 450 points possible:

405-450 = A
360-404 = B
315-359 = C
270-314 = D
<270 = F

OUTCOMES: Following the completion of SHS 650, students will be able to accomplish the following:

1. Discuss how head injuries are most likely to occur, and describe the pathologic consequences of this disorder.

2. Cite the incidence of TBI in the United States, and discuss the clinical characteristics and risk factors associated with this disorder.

3. Describe assessment procedures for TBI patients and have a working knowledge of the test protocols used most frequently to evaluate a patient’s cognitive, speech, and language competence.

4. Describe behavioral changes and paralinguistic difficulties experienced by some patients following TBI.

5. Present on a topic of interest associated with TBI.

6. Discuss the rehabilitation, speech-language-cognitive treatments, and management of TBI patients.

7. Describe emotional, social and physical changes likely to occur following TBI.
9. Discuss collaborative brain injury intervention as it relates to executive system routines, cognitive routines, behavioral routines, and communication routines.

**KASA:**

III-B (Basic Knowledge): General (Psychological, Linguistic)

III-C (Nature): Receptive/Expressive Language (Etiologies, Characteristics); Cognitive (Etiologies, Characteristics); Modality (Etiologies).


**REMEDICATION:**

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