

CSD 2760 – Spring 2024
Global Communication Perspectives
January 8-May 3 2024
2:00 – 2:50 pm MWF
Swaid 215
Norma Dominguez, M.A., CCC-SLP

Harding University Mission: “Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.”

Speech Pathology Program Mission: at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the University’s goal of integrating faith, learning and living in order for the students to function within professional and global communities.

Course Description:

A comparative analysis of the cultural environment as it affects the communication process for disordered/different individuals. This class is designed to introduce you to a world of various modes of communication.

Term: January 8- May 3
2:00 – 2:50 pm MWF

Contact Information:

HU Box 10872

ndominguez@harding.edu

Office: 208 Swaid Center for Health Science

Office phone:501-279-5109

Cell phone: 501-827-2971

Calendar link: [Appointment Book](#)

Course Interaction:

During this course, interactions between students and/or faculty should take place via email or in Canvas, Harding’s learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email or phone. If the matter is urgent (e.g., a missed

assignment, unable to meet an assignment deadline), a phone call would be best. If you send me a text, please include your name and what class in which you are enrolled.

Netiquette: In all of my classes whether online or face to face, I have one basic rule that sums up everything. Mathew 7:12 states that we should “do unto others as we would have them do unto you.”

In our profession we will serve various cultures with many different perspectives on life. It is important that we learn to coincide with all. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

Integration of Faith, Learning, and Living: Speech pathology is a profession in which we stand in awe of God’s wonderful gifts of the human anatomy, structure, and function. From children learning to speak and utilize language, to a grandparent learning to communicate again, the human body and its ability to develop, change, repair, and replenish is an amazing concept to see unfold. In my course, I hope to always incorporate the role that we as speech pathologists play as an instrument of God in the teaching, developing, and rehabilitation process.

REQUIRED TEXTS:

Battle, Dolores E., (2012). Communication disorders in multicultural and international populations (4th ed). St. Louis, MO Mosby Publishing Inc., ISBN 978-0-323-06699

Bornstein, H., Sauliner, K., (1984). The signed English starter. Washington, D.C.: Clerc Books Galludet University Press. ISBN 0-913580-1

Suggested Additional Text:

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

You may purchase the textbook from the [Harding University Bookstore](#), [Amazon](#), etc.

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#).

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.
Phone: 501-279-5201

Email: elearning@harding.edu Website: [eLearning website](#)

Again, please remember that your instructor should be your first point of contact.

ASSESSMENT:

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

COURSE REQUIREMENTS:

Course Requirements:

1. There will be two/three major examinations and a final. The final will be comprehensive.
2. Students will complete a Multicultural notebook. This notebook will consist of information that is critical to the identification, assessment, intervention and interactions within the various cultures discussed in the classroom.
3. A children's literature review is also required for this class. This will consist of a minimum of 2-page written review and brief auditory/visual report. The details of this report will be discussed in class. Due date to be discussed
4. Updating entries into the Summative Portfolio is a course requirement for every class in the CSD department. In order to receive credit for this course the student must complete the summative portfolio assignment as outlined by the course instructor by the due date established by the course instructor.
5. Additional readings will be assigned as the topics develop. Each student is expected to locate and read all assigned readings prior to coming to class. All students are

expected to **participate** in class discussions as we explore global/cultural communication.

6. Other assignments and quizzes will be added as the class takes shape.
7. Each student will interview someone from a different culture than their own. Due date to be discussed.

Grade: Percentage values for the assignments will be as follows:

Exam 1	100 pts
Exam 2	100 pts
Exam 3	100 pts
Sign Language Exam	50 pts
Final	200 pts
Multicultural Notebook	100 pts
Children's Literature Review	100 pts
Quizzes	50 pts
Interview assignment	50 pts
Questions for ICF videos	25 pts

- Late work assignments will not be accepted. However, if there is a legitimate reason, you will be able to turn in assignment but 15 points will be deducted from your grade.
- Attendance is required and it will be factored as part of your final grade.
- Any assignment needs to be turned in typed and uploaded to Canvas.

Relationship to ASHA standards:

This is an introductory undergraduate course that begins to address knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence: ASHA Standard IV-A, ASHA Standard IV-B, ASHA Standard IV-C ASHA Standard IV-D, ASHA Standard IV-E, ASHA Standard IV-F, ASHA Standard IV-G, and ASHA Standard V-A, ASHA Standard V-B (www.asha.org)

Course Objectives:

Upon completion of this class students will be able to:

1. Discuss ICF and its components.
2. Discuss speech and language impairments in terms of family aggregation and in relation to personal factors.
3. Describe the effects of multiculturalism and its influences on speech and language.

4. Discuss the role of the speech-language pathologist in relation to multicultural speech and language development, intervention, and assessment within the guidelines of the scope of practice within ASHA guidelines.
5. Identify differentiate, and discuss common speech and language delays, disorders, and differences between cultures.

Relationship to University Learning Outcomes

The content of this course contributes to the university's learning outcomes (ULOs) by exposing students to a broad range of knowledge and skills. Specifically, this course contributes to:

ULO1--Students will demonstrate an understanding of Biblical content and interpretation and their applications in ethical decision-making.

ULO2: Students will demonstrate effective communication (e.g. written, non-written, spoken).

ULO3--Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

ULO4-- Students will exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

CSD Program Learning Outcomes:

- 1) Connect the Christian worldview to the role of the CSD student in prevention, education, and advocacy while participating in service-learning experiences, community outreach activities, IPE events, and/or professional educational events. (ULO1)
- 2) Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members. (ULO2)
- 3) Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver. (ULO3)
- 4) Demonstrate knowledge of cultural and linguistic diversity by comparing/contrasting communication differences vs communication disorders. (ULO 4)

Evaluation and Grading:

Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also, be considered in the final grade. The student will be provided feedback during the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided via email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

- A- 90%-100%**
- B- 80%-89%**
- C- 70%-79%**
- D- 60%-69%**
- F - 59% -0%**

Attendance/Participation

Attendance: Your attendance is required for successful mastery of course material. **You are expected to attend every class.** Roll will be taken. You will be allowed 2 excused/unexcused absences. Any absences beyond two, is subject to a 10-point penalty per absence from the final grade. For any absences to be excused, you must contact me the day that you are absent even if you have contacted the nurse or the Office of the Provost.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. Meeting the attendance requirement does not ensure a good participation grade.

In the event you become an online student, participation is required and is an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. For this course, participation will take on many forms, including teamwork, case analysis, and assignments. As the student, you are expected to

be prepared for class (e.g., read material, complete videos) and to be an active contributor in the learning process.

Tardiness: If you are going to be more than 10 minutes late to class, please do not attend the class. Coming in late is disruptive to many and causes an atmosphere of confusion. If you are more than 10 minutes late for any class, you will be considered absent for that day. If an arrangement has been made prior to a class session, exceptions can be made.

**** If you miss class please get notes from a fellow classmate. This includes any handouts, lecture notes or special instruction. It is YOUR responsibility to get any materials that you missed.**

*****If you are unable to attend class on the day of an examination, an alternate format of the exam (essay or written paper) may be substituted for the missed exam. If I am not contacted PRIOR to the exam, the right to make up the exam may be denied.**

Video/Audio Recording:

If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor. Failure to receive authorization is a violation of copyright and might be subject to penalty under the law.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. All rubrics used in this class will be discussed prior to the assignment and posted at that time.

Deadlines/Late Policy

Late work assignments will not be accepted. However, if there is a legitimate reason, you will be able to turn in assignment but 15 points will be deducted from your grade.

Writing Style/Referencing

As the accepted writing style of speech pathology and health related programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all CSD and graduate speech pathology students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry

research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, when applicable, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's [Code of Academic Integrity](#).

Reservation Statement

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics
7. *Lurking (online)*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.
8. *Drifting(online)*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

In Class Professional Conduct:

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (Instant messaging) during class. Chatting by remote learners to the professor is of course permitted.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with supervisors do not constitute a valid reason for being late or missing a class. Arrange your schedule accordingly.
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

Students with Disabilities:

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu or room 219 of the Student Center.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy

Time Management Expectations/Credit Hour Calculator Statement:

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours. For every hour in class, the typical student should expect to spend at least three clock hours on course-related work, including but not limited to out of class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

Academic Integrity:

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Undergraduate Dress Code

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Students may be asked to leave class or other activities if they are not keeping with these expectations.

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Lab](#)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

- [Registration](#)
- [Financial Aid](#)
- [Student Life](#)
- [Counseling](#)

	CSD 2760 Global Communication Perspectives- Course Schedule Spring 2024 MWF 2:00-2:50	
January Monday Week 1	8	Introduction and review syllabus, Read Ch 1-3
Wednesday	10	“All About Me” Getting to know you Video Talk about interviews due March 13th
Friday	12	Watch ICF videos Discuss ICF/ICD-10 procedural codes Read Chapter 1 Be Ready to take QUIZ 1
Monday Week 2	15	<u>No Class</u> ICF video questions due
January Wednesday	17	<u>QUIZ 1</u>

		Chapter 1 Communication Disorders in a Multicultural and Global Society Read Chapter 2
Friday	19	Chapter 2 The Cultures of African American and Other Blacks around the World Read chapter 3 Speaker Michelle Supratman
Monday Week 3	22	Chapter 2 The Cultures of African American and Other Blacks around the World continued Read Chapter 3 Asian and Pacific American Languages and Cultures Read Chapter 6
Wednesday	24	Speaker Eddie Supratman
Friday	26	Chapter 3 Asian and Pacific American Languages and Cultures
Monday Week 4	29	Chapter 3 Asian and Pacific American Languages and Cultures continued
Wednesday	31	<u>EXAM 1 Chapters 1-3</u>
February Friday	2	Chapter 6 Hispanic and Latino Cultures in the United States and Latin America

		Read Chapter 7
Monday Week 5	5	Speaker Read Chapter 7
Wednesday	7	Chapter 7 Multilingual Speech and Language Development and Disorders Read Chapter 8
Friday	9	Chapter 7 continued Intervention of Multilingual Children “A World Apart” (present PowerPoint of children’s book and discuss different cultural aspects) Due February 23rd
Monday Week 6	12	Chapter 8 Neurogenic Disorders of Speech, Language, Cognition-Communication and Swallowing Read Chapter 12
Wednesday	14	Chapter 8 continued Chapter 12 Assessment of Multicultural and International Clients with Communication Disorders
Friday	16	Chapter 12 continued
Monday Week 7	19	Chapter 12 continued Using an interpreter during an assessment

Wednesday	21	<u>EXAM 2 Chapters 6,7,8</u> Read Chapter 13
Friday	23	Culturally loaded children's books Book Review Presentations
Monday Week 8	26	Presentations continued
Wednesday	28	Presentations continued
March Friday	1	Presentation continued
Monday	4	Spring Break
Wednesday	6	Spring Break
Friday	8	Spring Break
Monday Week 9	11	Chapter 13 Intervention for Multicultural and International Clients with Communication Disorders Read Chapter 11
Wednesday	13	Interviews Due and will be shared in class Read Chapter 11
Friday	15	Chapter 11 Multicultural Aspects of Hearing Loss
Monday Week 10	18	Speaker Meghan Hall
Wednesday	20	<u>EXAM 3 chapters 12 and 13</u>

Friday	22	Communication Modes (ASL)
Monday Week 11	25	Sign Language
Wednesday	27	Sign Language
Friday	29	Sign Language
April Monday Week 12	1	<u>Sign Language Quiz</u> Multicultural Notebook due Presentations
Wednesday	3	Presentations
Friday	5	Presentations
Monday Week 13	8	<u>No Class-</u> <u>Eclipse Event</u>
Wednesday	10	Intro To Augmentative Alternative Communication/ Mr. Chance
Friday	12	AAC continued AAC activities Read Chapter 5
Monday Week 14	15	Chapter 5 Native American and Worldwide Indigenous Cultures
Wednesday	17	Chapter 5 continued
Friday	19	Speaker Kaitlyn Ridenour
Monday Week 15	22	Cultural Differences
Wednesday	24	
Friday	26	

Tuesday Week 16	30	Final Exam 1:00-3:00
May Saturday	4	Graduation

** January 8 – March 11th lecture, discussion, in class participation, videos, quizzes and exams will be utilized to assist in the development of ASHA Standards, IV-B, IV-C, IVD,

***March 11th -April 26 Lecture, discussion, modeling of technique, videos, quizzes and exams are utilized to assist specifically with ASHA Standards IV-C and IV-D especially in the areas of Modalities and Hearing deficits. Standards IV-F and V-A begin to be addressed by the Multicultural Notebooks and Children’s Multicultural Book presentations.

***** THIS IS A TENTATIVE SCHEDULE AND MAY BE CHANGED AS NECESSARY