

CSD 2760 – Spring 2025
Global Communication Perspectives
January 13-May 9 2025
2:00 – 2:50 pm MWF
Swaid 215
Norma Dominguez, M.A., CCC-SLP

Harding University Mission: With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

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 13- May 9
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. 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. 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.

5. Other assignments and quizzes will be added as the class takes shape.
6. Each student will interview someone of a different culture from 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 quiz	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

- Attendance is required, and it will be factored as part of your final grade. Consistent and punctual attendance is expected. Three absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students who miss class are responsible for the content presented and/or assigned. Students may not make up a class lab, assignment, or quiz conducted during class on the day of an absence. Exceptions to this policy will be rare and considered on a case-by-case basis.
- 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: Attendance is required, and it will be factored as part of your final grade. Consistent and punctual attendance is expected. Three absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students who miss class are responsible for the content presented and/or assigned. Students may not make up a class lab, assignment, or quiz conducted during class on the day of an absence. Exceptions to this policy will be rare and considered on a case-by-case basis.

**** 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.

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.

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.

Participation

- Completion of readings and assignments as noted in the course schedule **before** each class period.
- Respect those around them by refraining from off-task behaviors (whispering, surfing, etc.). Students must refrain from attending to their phones, watches, tablets, computers, etc. without the instructor's permission. The use of any device during a quiz or exam will be considered cheating and will be entered as a grade of "zero" points achieved.
- Consistent communication with the instructor. The instructor will communicate through class announcements, Canvas messages, and HU email. Students are responsible for the disbursement of information (including attachments) through these sources.

Assignments

- The submission of timely work. All assignments are due at the beginning of class on the expected due date, regardless of attendance. Work submitted after the time/date noted is late. Late work is accepted for half credit (maximum score of 50% of the total assignment value) for up to two days (48 hrs.) past the date due. After 48 hours, the assignment will be entered as a zero.

- The submission of neat and orderly work. Written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students are encouraged to use the HU writing center for assistance in editing their work or gaining assistance with APA. Paper assignments must be typed, stapled/paper clipped together with your name on the first paper. Loose assignments, or assignments without names, will receive a 5-point deduction in the total score.
- [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 up 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 2025 MWF 2:00-2:50	
January Monday Week 1	13	Introduction and review syllabus, “All About Me” Getting to know you Interview Assignment Read Ch 1-3
Wednesday	15	“All About Me” Getting to know you continued Watch ICF videos Discuss ICF/ICD-10 procedural codes Talk about interviews due February 14th Read Chapter 1 Be Ready to take QUIZ 1 on Friday
Friday	17	<u>QUIZ 1</u> Chapter 1 Communication Disorders in a Multicultural and Global Society Read Chapter 2

January Monday Week 2	20	<u>No Class-Martin Luther King Jr Day</u> ICF video questions due
Wednesday	22	Chapter 2 The Cultures of African American and Other Blacks around the World Read chapter 3
Friday	24	Speaker Peria Gipson
Monday Week 3	27	Chapter 2 The Cultures of African American and Other Blacks around the World continued Speaker Michelle Supratman or Naomi Valentine
Wednesday	29	Chapter 3 Asian and Pacific American Languages and Cultures
Friday	31	Speaker Eddie Supratman

February Monday Week 4	3	<u>EXAM 1 Chapters 1-3</u>
Wednesday	5	Chapter 6 Hispanic and Latino Cultures in the United States and Latin America Read Chapter 7
February Friday	7	Speaker
Monday Week 5	10	Chapter 7 Multilingual Speech and Language Development and Disorders/Intervention of Multilingual Children Read Chapter 8
Wednesday	12	Chapter 8 Neurogenic Disorders of Speech, Language, Cognition-Communication and Swallowing Read Chapter 12
Friday	14 Happy Valentine's Day	Interview assignment due and present interviews "A World Apart" (present PowerPoint of children's book and discuss different cultural aspects) Due
Monday Week 6	17	<u>EXAM 2 Chapters 6,7,8</u>

February Wednesday	19	Chapter 12 Assessment of Multicultural and International Clients with Communication Disorders
Friday	21	Chapter 12 continued
Monday Week 7	24	Using an interpreter during an assessment Read Chapter 13
Wednesday	26	Chapter 13 Intervention for Multicultural and International Clients with Communication Disorders
Friday	28	DX video Accent Modification Client
March Monday Week 8	3	<u>EXAM 3 chapters 12 and 13</u>
Wednesday	5	Culturally loaded children's books review due Presentation day 1
March Friday	7	Presentation day 2
Monday Week 9	10	Presentation day 3 Read Chapter 11
Wednesday	12	Chapter 11 Multicultural Aspects of Hearing Loss

		Communication Modes (ASL)
Friday	14	Speaker Meghan Hall
Monday Week 10	17	Sign Language Activities
Wednesday	19	Sign Language Activities
Friday	21	Sign Language Activities Sign Language Quiz
March Monday	24	Spring Break
Wednesday	26	Spring Break
Friday	28	Spring Break
Monday Week 11	31	Case Study in-class assignment
April Wednesday	2	Case Study in-class assignment
Friday	4	Case Study in-class assignment
Monday Week 12	7	Multicultural Notebook due Presentations
Wednesday	9	Presentations
Friday	11	Presentations

Monday Week 13	14	Intro To Augmentative Alternative Communication/ Mr. Chance
Wednesday	16	Chapter 5 Native American and Worldwide Indigenous Cultures
April Friday	18	Speaker Laura Mulvany
Monday Week 14	21	Speaker Kaitlyn Ridenour
Wednesday	23	Cultural Differences activity
Friday	25	Cultural Differences activity
Monday Week 15	28	Cultural Differences activity
Wednesday	30	Review for Final
May Friday	2	No Class
Tuesday Week 16	6	Final Exam 1:00-3:00
May Saturday	10	Graduation

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