



SYLLABUS SPA 4470
MULTILINGUAL ASSESSMENT IN SPEECH-LANGUAGE
PATHOLOGY:
Building Language & Literacy
with Multilingual Individuals

Fall 2022

Instructors: Diana Abarca M.A., CCC-SLP

Office: 305 Warren Building

Office Hours: by appointment, can be in person or via zoom

My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you many want to do after you graduate, and find support.

Email: da20dm@my.fsu.edu

COURSE DESCRIPTION:

To address the needs of an increasingly diverse client population, speech-language pathologists are challenged to intensify language and literacy instruction and rehabilitation tailored to the language needs of clients with multilingual backgrounds. In 2018, a record 67.3 million U.S. residents spoke a language other than English at home. The number has more than doubled since 1990 and almost tripled since 1980 (Center for Immigration Studies, 2019). Additionally, multilanguage learners (MLLs) are one of the fastest growing student groups receiving language instruction in education programs with 48 million MLLs across the country in 2016-2017. During the 2017-2018 school year, 11.2% of students with disabilities were MLLs. ASHA's Code of Ethics clearly describes speech-language pathologists' responsibility in engaging life-long learning to provide evidence-based services for all clients, regardless of cultural and linguistic background. To equip future speech-language pathologists to respond to current workplace demands, this course provides an overview of evidence-based practices for assessing multilingual children and adults with communication delays/disorders and includes a practicum component.

The goal of this course is to equip students with the foundational knowledge and skills to be able to approach assessment of multilingual children and adults from an evidence-based mindset. Focus will be primarily on assessment for identification of communication disorders and treatment planning to facilitating language and literacy development or communication rehabilitation. Upon completion of this course, students will be able to identify and describe evidence-based approaches for assessing multilingual children and adults with communication disorders. Students will use the knowledge gained from the course to create a service project centered around improving services for multilingual populations. This course is a companion to *Bilingual Service Intervention in Speech-Language Pathology*.

Diversity Statement:

While the population of multilingual individuals is growing rapidly in the U.S., the ratio of

monolingual, White SLPs and bilingual SLPs of color remains very unbalanced. I am a proud Latina SLP. It is one of my goals in this course to uplift your own diverse identities, as these are important assets you bring to the SLP field. Please share your thoughts, opinions, and questions with the class, as your diverse thinking is essential for everyone's learning. Additionally, the topics that we are covering are often intellectually and emotionally difficult. While I encourage rigorous discussion during our class meetings, I ask that you engage with your peers with care and empathy. I urge you to have the courage to be uncomfortable in this class. In exchange, I will work to ensure a safe and brave classroom environment. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official FSU records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. You can also submit anonymous feedback which will lead to me making a general announcement to the class, if necessary to address your concerns. If you prefer to speak with someone outside of the course, Dean McDowell, Interim Dean of the College of Communication & Information, is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

COURSE OBJECTIVES: After completing this course students will be able to:

1. Explain various theoretical frameworks (e.g., CRP, CSP, Family-Centered, Historical Trauma) and how they can be applied in practice with multilingual populations.
2. Describe external factors that impact multilingual populations' experiences with SLP.
3. Organize the process for bilingual language development.
4. Contrast communication recovery for multilingual adults versus monolingual adults.
5. Distinguish between various types and modes of assessment.
6. Diagnose communication disorders in both multilingual and monolingual speakers of a language other than English
7. Describe evidence-based approaches for assessing multilingual children and adults.
8. Using knowledge gained from the course, create a service project centered around improving services for multilingual individuals.

COURSE MATERIALS:

Resources:

The text/articles for the course have been chosen in efforts to highlight the important work of historically underrepresented and marginalized scholars in the field.

Rhodes, R., Ochoa, S. & Ortiz, S. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*. Guilford Press, New York. ISBN: 1-59385-141-3

Tabors, P. O. (2008). *One Child Two Languages*. Brookes Publishing, Baltimore: MD ISBN: 978-1-55766-921-6.

Canvas Site: An additional set of readings, grades, handouts, and helpful resources will be posted on the course site. This website has been developed for the students' convenience. It will serve as a major avenue for communicating and reinforcing class and project information. Therefore, it is important for all students to visit the website on a regular basis.

COURSE REQUIREMENTS

You will complete a variety of assignments, both weekly and more comprehensive activities, throughout the semester. The assignments and evaluations range in type of format to appeal to your interests and strengths.

Weekly Assignments (20% of final grade)

You will be required to complete weekly assignments throughout the semester. These assignments will vary in their format and can include discussion posts, knowledge checks, and handouts/application activities. These assignments are based on the class lecture, readings, and additional media content (e.g., videos, web content, etc.) that you are required to engage with throughout the week.

The purpose of these assignments is for you to have opportunities to reflect further and interact with the course material. Through these assignments, you will consider how to apply the information presented in this course into your everyday lives and your future career as an SLP. It is an important goal for me that none of these assignments feel like "busy work". Your honest feedback about the assignments is helpful and much appreciated and can be shared anonymously at the feedback link:

Assignments are due at the end of the week on **Tuesdays at 11:59pm.**

Cumulative Assignments

- **Cumulative Assignment 1: Due October 5 (20% of grade)**
more information will be shared promptly.
- **Cumulative Assignment 2: Due Nov 2 (25% of grade)**
more information will be shared promptly.
- **Cumulative Assignment 3: Due Nov 29 (25% of grade)**
more information will be shared promptly.

Attendance & Participation (10% of grade)

See section under Course Policies for more information.

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who

have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Attendance policy for this course is consistent with Florida State University Policy as stated in the Bulletin. University-wide policy requires all students to attend the first class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. In order to enforce this policy, instructors are required to take attendance at the first class meeting and report absences to the appropriate person in their department or school/college. For further information, consult the FSU General Bulletin at: http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm.

GRADING/EVALUATION:

Your assignment grades and final grade will be determined as follows: Total Number of points earned/XX= final grade (**see scale below; no requests to change this scale will be accommodated at any time**).

93.00-100.00 = A	80.00 – 82.99% = B-	67.00-69.99 = D+
90.00-92.99 = A-	77.00 – 79.99% = C+	63.00-66.99 = D
87.00-89.99 = B+	73.00 – 76.99% = C	60.00-62.99 = D-
83.00-86.99 = B	70.00 – 72.99% = C-	0-59.99 = F

COURSE POLICIES:

Office Hours:

Office hours are available via appointment. Options for in-person or remote (via Zoom) office hours are offered. Please contact me in class or via Canvas email to schedule office hours.

Communication:

To maintain a healthy and productive classroom environment, we strongly encourage you to communicate with us anything you deem relevant to your performance and success in this course. We can be flexible with class meetings, assignments, deadlines, etc., as long as you communicate openly and honestly with us. Please ensure that all communication regarding the course is sent via email. Please be sure to always start the subject line with the course title so that your message receives priority. You may expect a response to an email within 24 hours. Any emails sent Friday-Sunday will be answered by Monday morning, if not before. Messages of an urgent nature (e.g. illness) sent Friday-Sunday should include URGENT in the subject line. If you do not receive a response within this anticipated timeline, please send us a second email with a courteous reminder to respond to your message.

Attendance & Participation

Your success and learning in this course will rely heavily on your consistent attendance and engagement in class meetings. Therefore, it is critical that you attend all class meetings. Exceptions will be made on a case-by-case basis based on your proactive and timely communication. I understand we are all humans and things happen; I ask that you communicate as soon as you know of a conflict with a class meeting and we will plan an alternative for you. This class will meet **weekly Wednesdays at 5:00-7:00pm**. Class meetings will occur in the seminar room on the third floor of the Warren building.

Assignment Deadlines:

The listed assignment deadlines are *recommended* deadlines that align with the content needed to complete the assignment. Please make every attempt to complete assignments on time. Time management is an important skill that will be useful throughout your career. However, you have the opportunity to submit assignments past their recommended deadlines as I understand we live in a busy world. If you plan to submit an assignment past its deadline, please submit a comment by the recommended deadline on the assignment in Canvas to let me know that you will be submitting it late and what your anticipated deadline will be. **All assignments must be submitted by 11/5/22 at 11:59 pm so I have enough time to grade assignments before grades are due to the university.** If you do not make a submission for an assignment by that date, **you will receive a 0 for any incomplete assignments.**

Assignment Revisions:

You have the opportunity to receive feedback on the submission of your assignments and submit a revision to receive a different grade. The higher grade of your submissions will be recorded in the gradebook. You will receive feedback on weekly assignments that are graded based on accuracy (not completion) and cumulative assignments. You may resubmit a revised assignment **only if you submitted your original submission by the recommended deadline.** I will do my best to provide feedback within a week of your submission, and then you will have an additional week to resubmit. The deadline for a revision will be posted along with my feedback. **You will only be allowed to complete one revision per assignment.**

UNIVERSITY POLICIES

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.
- (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential Campus Resources”

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365

Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services
Askew Student Life

Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

**University Health
Services**

Health and Wellness
Center

(850) 644-6230
<https://uhs.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.