

Vita

Sonia S. Manuel-Dupont

Home Address

1900 Canyon Road

Dept. of Communicative Disorders and Deaf Education/
Smithfield, Utah 84335
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Business Address

Dept. of English
Utah State University
Logan, UT 84322-1000
(801) 797-1340

Education

Ph.D.

Linguistics
Department of Linguistics
University of Kansas, Lawrence, KS
May, 1986

Dissertation:

Analysis of the English Language Usage of Hualapai
Children in an Academic Setting

M.A.

Linguistics
Department of Linguistics
University of Kansas, Lawrence, KS
October, 1979

B.A.

General Linguistics
Department of Linguistics
University of Kansas, Lawrence, KS
May, 1977

Teaching Experience

Associate Professor. Utah State University, Logan, Utah, Departments of Communicative

Disorders, English, and Civil and Environmental Engineering. Instructed students in Syntax, Phonology, Technical Writing, Scientific Writing, Research Writing and Assessment, Multicultural Literacy, Sociolinguistics, and Remediation of the Bilingual Handicapped Child. Emphasis is placed on Non-English, Anthropological Linguistic research of community structure and language use, and corporate communication. September 1985 - present.

Vita
Sonia S. Manuel-Dupont

Graduate Advisor. Utah State University, Logan, Utah, Department of Communicative Disorders and Deaf Education. Advise SLP graduate students on course work, clinical placement, ASHA academic requirements, and graduation requirements. August 2001-present.

Linguistic Consultant. Ute Language Development Institute, Fort Duchesne, Utah. Instructed Ute Teachers-in-Training in the theory and assessment of language development in mainstream and minority linguistic groups in the United States. June 1988 - 1990

Linguistic Consultant. Ute Family Literacy Programs, Fort Duchesne, Utah. Coordinated a standard English testing program for Todd and LaPoint elementary schools. Tested 200 Ute and Anglo children. Analyzed grammatical, phonological, and morphological dialect usage. September 1987 - September 1989.

Extension Professor. University of Utah, Salt Lake City, Utah, Department of Education. Instructed Ute-speaking parents in child language acquisition milestones and trained Ute parents to be paraprofessionals in an English-language testing program for children aged 4-12. October 1987.

Linguistic Consultant. Hualapai Indian Bilingual Bicultural Program. Peach Springs, Arizona. Performed educational testing for speech, language, and hearing disorders in grades K-8 of the Peach Springs School District. Analyzed grammatical, phonological, and pragmatic patterns of Hualapai English language dialect usage. September 1984 - 1986.

Adjunct Staff. Utah State University, Logan, Utah, Department of Communicative Disorders. Taught classes in Developmental and Clinical Phonology, Syntactic Analysis of Language Disorders, and the Bilingual/ESD/ESL Communicatively Handicapped Student. January 1984 - June 1985.

Adjunct Staff. Utah State University, Logan, Utah, Department of English. Taught classes in English Composition, Persuasive Writing, and Research Writing. Supervised an experimental 101 English Composition class using the Writer's Workbench software program on the Vax. March 1983 - June 1985.

University Supervisor. Utah State University, Logan, Utah, Department of Secondary Education. Responsible for supervising student teachers in English in six Cache Valley junior and senior high schools. Instructed students in methodology, classroom management, English language analysis, ESL methodology for refugee st

Vita
Sonia S. Manuel-Dupont

udents, and curriculum development for standard English, ESL, and ESD. Janu
ary 1983 - March 1983.

Vita
Sonia S. Manuel-Dupont

Adjunct Instructor. Utah State University, Logan, Utah, Department of Languages and Philosophy. Instructed graduate students in formal and applied syntax with emphasis on English as a Second Language, Nonstandard English dialects, and Native American Language deacquisition and maintenance programs. March 1983 - June 1983.

Adjunct Lecturer. Utah State University, Logan, Utah, Department of Languages and Philosophy, Intensive English Language Institute. Instructed non-native English speakers in the function and use of scientific writing for reports, academic papers, and research projects. March 1983 - June 1983.

Program Director. Maricopa Community Summer Language Programs, Gila River Indian Reservation, Laveen, Arizona. Development and preparation of pedagogical materials for language programs. Classroom administration, teacher training, language consultation, and educational counsel for training of elders as classroom aides was emphasized. June 1981 - August 1983.

Assistant Instructor. University of Kansas, Lawrence, Kansas, Applied English Center. Instructed all levels and skills of English for graduate and undergraduate students. Established and served on an evaluation board of a study skills program for non-native English speakers. August 1977 - June 1982.

Assistant Instructor. University of Kansas, Lawrence, Kansas, Department of Linguistics. Instructed students in basic linguistic methodology and theory, and methodology in English as a Second Language. Emphasis was placed on language analysis skills, curriculum management theories, and evaluation procedures for classes, texts, and programs. January 1981 - June 1981.

Program Director. Lawrence High School, Lawrence, Kansas. Survival English in an Adult Basic Education Program funded through the Saudi Arabian Education Mission was taught to South American and Middle Eastern families new to the United States. Emphasis was placed on counseling for culture shock, career development, and financial planning. August 1979 - May 1980.

Presentations

Manuel-Dupont, S. (March, 2006). Plenary Speaker, Society for Women Engineers, "Gendered Communication in the Workplace." Salt Lake City, UT.

Vita
Sonia S. Manuel-Dupont

- Manuel-Dupont, S. (August, 2004). Plenary Speaker, USU Bennion Workshop, "Democracy, Access and Language Diversity in the American Classroom". Logan, UT.
- Manuel-Dupont, S. (August, 2003). Literacy and Bilingualism. Roosevelt School District, Roosevelt, UT.
- Manuel-Dupont, S. (October, 2002). Narrative Assessment of ESL Students. TALK Meeting, Logan, UT.
- Manuel-Dupont, S. (November, 2002). Preserving and Teaching Indigenous Native Languages. Plenary Presentation. American Association of Teachers of Foreign Languages, Salt Lake City, UT.
- Manuel-Dupont, S. (March, 2002). Emergent Literacy and Bilingual Preschoolers. Bear River Head Start, Logan, UT.
- Manuel-Dupont, S. (October, 2001). Assessing Bilingual Children. Ogden School District, Ogden, UT.
- Manuel-Dupont, S. (February, 2000). Emergent Literacy for ESL Children in Head Start Programs. Paper presented at the 2000 Head Start Conference, Salt Lake City, UT.
- Manuel-Dupont, S. (February, 1999). The Use of Gendered Language in the Workplace. Paper presented at the Society of Women Engineers Conference, Salt Lake City, UT.
- Manuel-Dupont, S. and Yoakum, S. (January, 1998). Production of Translated Materials for Use in Assessing the English Language Abilities of English as Second Language Speakers. Paper presented for Granite School District, SLC, UT.
- Manuel-Dupont, S. (February, 1998). Multiculturalism in the Next Millennium. Paper presented for the Elementary Education Association of Utah, Logan, UT.
- Manuel-Dupont, S. and Carkin, S. (March, 1998). Attaining Literacy in a Second Language. Paper presented at the International Teachers of English to Speakers of Other Languages Conference, Seattle, WA.
- Manuel-Dupont, S. (November, 1997). Paraprofessional Training. Paper presented for Granite School District, SLC, UT.
- Manuel-Dupont, S. (January, 1996). Paraprofessional Training Programs Utilizing the Translation/Back-Translation Check for Reliability and Validity. Paper pre

Vita
Sonia S. Manuel-Dupont

sented at the Center for Paraprofessional Training in Education and Related Services, New York, New York.

Manuel-Dupont, S. and Yoakum, S. (May, 1996). Interpreter-Paraprofessional Training. Paper presented at the 15th Annual Conference on the Training and Employment of Paraprofessionals in Education and Rehabilitation Services for Children and Adults, Park City, Utah.

Manuel-Dupont, S. (January, 1995). The Non-English Language Background Child in Special Education. Granite School District Special Education Department, Salt Lake City, Utah.

Manuel-Dupont, S. (April, 1995). Writing Across the Curriculum in Civil and Environmental Engineering at USU: A Successful WAC Program. Paper presented at the American Society for Engineering Educators, Western Division Annual Conference, Salt Lake City, Utah.

Manuel-Dupont, S. (November, 1994). Meeting the Needs of Today's Children: A Paraprofessional Training Program: Problems and Solutions. Paper presented at the American Speech Hearing Association Conference, New Orleans, Louisiana

Manuel-Dupont, S. and Yoakum, S. (May, 1994). A Paraprofessional Training Program: Problems and Solutions. Paper presented at the Utah Speech and Hearing Association Conference, Park City, Utah.

Manuel-Dupont, S. and Yoakum, S. (May, 1994). A Proposed Paraprofessional Training Program. Poster Session presented at the Utah Speech and Hearing Association Conference, Park City, Utah.

Manuel-Dupont, S. (April, 1993). Activating Upperclassmen in Departmental Honors. Paper presented at the Western Regional Honors Conference, Logan, Utah.

Manuel-Dupont, S. (June, 1993). Portfolio Assessment and Oklahoma's New Assessment Guidelines for Bilingual Programs. Paper presented at the 1993 Oklahoma Bilingual Language Conference, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (June, 1993). Understanding the New Oklahoma ACTFL Guidelines. Paper presented at the 1993 Oklahoma Bilingual Language Conference, Oklahoma City, Oklahoma.

Vita
Sonia S. Manuel-Dupont

Manuel-Dupont, S. (July, 1993). Creating Books and a Literacy Rich Classroom Environment for Bilingual Children. Paper presented at the 1993 Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (July, 1993). Understanding Context Embeddedness in Planning for Academic Language Enhancement. Paper presented at the 1993 Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (September, 1993). Becoming an Effective University Educator. Panel discussion presented at the 1993 New Faculty Orientation Workshop at Utah State University, Logan, Utah.

Manuel-Dupont, S. (September, 1993). Patterned Elicitation Syntax--Language Development and Instrumentation. Paper presented for the SKI*HI Institute Deaf Mentor Project Institute, Logan, Utah.

Manuel-Dupont, S. (March, 1992). Enhancing Emergent Literacy: Language-impaired, AAC Users, and Non-native Speakers. Paper presented at the Council for Exceptional Children 1992 Conference, Baltimore, Maryland. **Selected as 1992 Showcase Presentation**.

Manuel-Dupont, S. (March, 1992). Enhancing Emergent Literacy in Non-native Speakers. Paper presented at the Statewide Preschool Training Conference, Park City, Utah.

Manuel-Dupont, S. (June, 1992). Emergent Literacy Issues in Non-Standard Native American English Dialects. Paper presented at the Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (June, 1992). Portfolio Assessment of First and Second Language Acquisition. Paper presented at the 1992 Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (September, 1992). Teaching Effectiveness. Panel discussion presented at the 1992 New Faculty Orientation Workshop at Utah State University, Logan, Utah.

Manuel-Dupont, S. (March, 1991). Methodological Considerations in Obtaining Data from

Vita
Sonia S. Manuel-Dupont

Ethnic Minority Children. Panel presented at the Society for Research in Child Development Annual Conference, Seattle, Washington.

Manuel-Dupont, S. (May, 1991). Literary Skills and Language Assessment of Northern Ute Adolescents. Paper presented at Conference. Park City, Utah.

Manuel-Dupont, S. (May, 1991). The Acquisition of Literacy by Minority Groups in the United States: What are the Real Issues? Workshop presented at the 1991 Education Honors Seminar. Utah State University, Logan, Utah.

Manuel-Dupont, S. (September, 1991). Multicultural Awareness. Workshop presented at the Utah State University English Department Teaching Assistants' Workshop, Logan, Utah.

Manuel-Dupont, S. (September, 1991). Effective Teaching Strategies. Panel discussion presented at the Utah State University Teaching Assistants' Training Workshop, Logan, Utah.

Manuel-Dupont, S. (September, 1991). Criteria for Selecting a New President for the U.S. Panel discussion presented at the 1991 Department Heads Retreat, Logan, Utah.

Manuel-Dupont, S. (November, 1991). Enhancing Emergent Literacy: Language-impaired, AAC Users and Non-native Speakers. Paper presented at the American Speech and Hearing Association, Atlanta, Georgia.

Manuel-Dupont, S. (June, 1990). Protecting, Preservation, and Promotion of Native Languages: The Role of Non-standard Indian English in the Curriculum. Paper presented at the Tenth Annual International Institute on Native American Language Issues, Oklahoma City, Oklahoma.

Manuel-Dupont, S. (July, 1990). Assessing the Bicultural, Bilingual, Bidialectal Child. Workshop presented at the Institute for the Management of the Communicatively Handicapped, Logan, Utah.

Manuel-Dupont, S. (November, 1990). Narrative Literacy Skills in Language-delayed, Normally-developing, and Northern Ute Adolescents. Paper presented at the American Speech and Hearing Association 1990 Convention, Seattle, Washington.

Vita
Sonia S. Manuel-Dupont

Manuel-Dupont, S. (April, 1989). American Indian English: Languages Experience and Empowerment. Adolescent Ute English Narratives: Transitions to Literacy. Paper presented at the Society for Applied Anthropology 1989 Conference, Santa Fe, New Mexico.

Manuel-Dupont, S. (April, 1989). Education Awareness: Analyzing Narratives of Native American Children--Northern Ute Tribe. Paper presented at the United Inter-tribal Council Native American Education and Cultural Awareness Week, Logan, Utah.

Manuel-Dupont, S. (June, 1990). Effective Language Education Practices and Native Language Survival: The Narrative Literacy Patterns of Northern Ute Adolescent Students. Paper presented at the Ninth Annual International Institute on Native American Language Issues, Billings, Montana.

Manuel-Dupont, S. (September, 1989). Motivating Students to Learn. Workshop presented at the Utah State University Teaching Assistants' Workshop, Logan, Utah.

Manuel-Dupont, S. (June, 1988). Should Monolingual Indian English Speaking Children Receive the Same Educational Programming as Bilingual Indian English Speaking Children? Paper presented at the Eighth Annual International Institute on Native American Language Issues, Tempe, Arizona.

Manuel-Dupont, S. (June, 1988). Indian Englishes. Paper presented at the Eighth Annual International Institute on Native American Language Issues, Tempe, Arizona.

Manuel-Dupont, S. (June, 1988). Language Development in Mainstream and Minority Linguistic Groups. Paper and workshop presented at the 1988 Ute Language Development Institute, Fort Duchesne, Utah.

Manuel-Dupont, S. (August, 1988). Phonological characteristics of the Ute and Ute Indian English Speaking Student in Uintah County. Presentation for the Ute Family English Literacy project and the Ute Tribal Business Council, Fort Duchesne, Utah.

Manuel-Dupont, S. (July, 1987). Assessment and Remediation of Culturally and

Vita
Sonia S. Manuel-Dupont

Linguistically Diverse Populations in the United States. Workshop presented at the Institute for the Management of the Communicatively Handicapped, Logan, Utah.

Manuel-Dupont, S. (October, 1987). Language Development in Preschool and Elementary School-Aged Children. Presentation to the Ute English Family Literacy Program, Fort Duchesne, Utah.

Manuel-Dupont, S. (November, 1987). Language and Psychological Assessment of the Bilingual Special Education Child. Paper and workshop presented to the Bureau of Indian Affairs, Office of Indian Education Programs, Western Navajo Agency, Tuba City, Arizona.

Manuel-Dupont, S. (May, 1986). Language Assessment of the Bicultural, Bilingual, Bidialectal Native American Child. Sixth Annual International Institute on Native American Languages Issues, Choctaw, Oklahoma.

Manuel-Dupont, S. (July, 1986). Phonological Assessment in a Clinical Setting. Presentation at the Institute for Management of the Communicatively Handicapped, Logan, Utah.

Manuel-Dupont, S. (August, 1986). The Articulation of Standard American English Sounds and Intonational Patterns. Presentation presented at the Utah State University Foreign Teaching Assistants' Workshop, Logan, Utah.

Manuel-Dupont, S. (October, 1986). Process and Product in ESL Writing. Paper presented at Intermountain TESOL Meeting, Salt Lake City, Utah.

Manuel-Dupont, S. (May, 1984). Clinical Phonology. Paper presented at the Utah Speech and Hearing Association Conference, Salt Lake City, Utah.

Manuel-Dupont, S. (March, 1983). Language Attrition and Pedagogical Grammars. Paper presented at the International Teachers of English to Speakers of Other Languages Conference, Toronto, Canada.

Manuel-Dupont, S. (May, 1982). Writing Pedagogical Grammars in the Field: Maricopa, A Case in Point. Paper presented at the Philological Association Conference, Warrensburg, Missouri.

Vita
Sonia S. Manuel-Dupont

Manuel-Dupont, S. (April, 1980). Derived Aspectual Suffixes or Clitics? The Evidence from Maricopa. Paper presented to the Department of Linguistics, Linguistics Colloquy, Lawrence, Kansas.

Manuel-Dupont, S. (April, 1979). Notional/Functional Syllabi in English as a Second Language. Paper presented to the Department of Linguistics, Linguistics Colloquy, Lawrence, Kansas.

Manuel-Dupont, S. (December, 1979). Language Deacquisition and Language Maintenance. Paper presented to the Department of Anthropology, Anthropological Linguistics Lecture, Lawrence, Kansas.

Manuel-Dupont, S. (March, 1978). Working in Native American Communities. Paper presented to the Department of Anthropology, Anthropological Linguistics Lecture, Lawrence, Kansas.

Publications

Dissertation

Manuel-Dupont, S. (1986). Analysis of the English Language Usage of Hualapai children in an Academic Setting. Unpublished Doctoral Dissertation. University of Kansas, Lawrence, Kansas.

Reports

General Education Review Task Force Writing Workshop Group Report for Utah State University. (S. Manuel-Dupont, Chair). Submitted to the general Education Task Force and the Department Heads organization for approval. March, 1995. Status: report accepted.

Freshman Minority Retention Plan: Realizing Educational Potential (REP) for Utah State University. (S. Manuel-Dupont and Paul Jones). Submitted to the Provost's Office, Utah State University. February, 1994. Status: accepted and funded.

The Department of Civil and Environmental Engineering Proposal for a Departmental Honors Program. (S. Manuel-Dupont and Loren Anderson). Submitted to the Honors Program, Utah State University, December, 1993. Status: accepted.

Vita
Sonia S. Manuel-Dupont

Freshman Minority Retention Plan for Utah State University. (S. Manuel-Dupont and Paul

Jones). Submitted to the Provost's Office, Utah State University, May, 1993. Status: accepted and funded.

The Current Status of the National Honor Society of Phi Kappa Phi at Utah State University.

(S. Manuel-Dupont). Submitted to the Phi Kappa Phi Board, Utah State University, September, 1992. Status: accepted.

Proposal for the Formation of a Cultural Diversity Board at Utah State University. (S. Manuel-Dupont and AA/EO Office). Submitted to the Provost's Office, Utah State University, May, 1992. Status: accepted and funded.

1991-1992 Annual Report for the University Minority Advisory Council. (S. Manuel-Dupont). Submitted to the Provost's Office, Utah State University, May, 1992. Status: accepted and funded.

General Education Requirements in the College of HASS: A Critical Review of the General

Education and Liberal Arts and Sciences Program. (S. Manuel-Dupont). Submitted to the College of Humanities, Arts, and Social Sciences, Utah State University, January, 1992. Status: accepted.

1990-1991 Annual Report for the University Minority Advisory Council. (S. Manuel-Dupont). Submitted to the Provost's Office, Utah State University, May 1991. Status: accepted and funded.

The College of Humanities, Arts, and Social Sciences Proposal for a College-wide Departmental Honors Program. (S. Manuel-Dupont). Submitted to the Provost's Office and the Honors Program, Utah State University, May, 1990. Status: accepted and funded.

1989-1990 Annual Report for the University Minority Advisory Council. (S. Manuel-Dupont). Submitted to the Provost's Office, Utah State University, May, 1990. Status: accepted and funded.

Vita
Sonia S. Manuel-Dupont

Evaluation of Teaching Excellence. (S. Manuel-Dupont). Submitted to the College of Humanities, Arts, and Social Sciences, Utah State University. August, 1990. Status: accepted.

Proposal for a Writing Across the Curriculum Program in the Department of Civil and Environmental Engineering. (S. Manuel-Dupont). Submitted to the Department of Civil and Environmental Engineering, Utah State University. September, 1990. Status: accepted and funded.

Proposal for a Training Workshop for all Untenured Faculty and Committee Tenure and Promotion Chairs at Utah State University. (S. Manuel-Dupont and AAUP Board). Submitted to the Provost's Office, Utah State University. May, 1990. Status: accepted and funded.

The College of Education Proposal for a College-wide Departmental Honors Program. (S. Manuel-Dupont). Submitted to the Provost's Office and the Honors Program, Utah State University, May, 1989. Status: accepted and funded.

Book Chapters

Manuel-Dupont, S. (2004). Teaching Writing/Teaching Engineering. L. Meeks & P. Grant (Eds.). It Really Works: Strategies from Award-Winning University Teachers. Christopher-Gordon Press, pp. 195-217.

Manuel-Dupont, S. (1991). Bilingualism. In T. Puente & B. McCaffrey (Eds.). Handbook of Neuro-Psychological Assessment: A Biopsychological Perspective. NY: Plenum Publishing Corporation, pp. 193-210.

Manuel-Dupont, S. (1989). Narrative literacy patterns of Northern Ute adolescent students. J. Reyhner (Ed.). Effective Language Education Practices and Native Language Survival. Billings, Montana: Eastern Montana College Press, pp. 53-94.

Manuel-Dupont, S., Vantine, L., Gathercole, G., & Stull, D. (1985). The Kickapoo Language. In D. Stull, L. Grell, & T. Weston (Eds.) Kickapoo Nation: The Ways of Our People, Horton, KS: Kickapoo Tribal Press, pp. 75-98.

Manuel-Dupont, S. (1984). The Maricopa. In L. Hinton & L. Watahomigie (Eds.) Spirit Mountain: An Anthology of Yuman Song and Story, Tucson, AZ: University of Arizona Press, pp. 253-278.

Vita
Sonia S. Manuel-Dupont

Vita
Sonia S. Manuel-Dupont

Refereed Journal Articles

- Manuel-Dupont, S. (2003). Assessing English Language Learners. Utah Special Educator, Vol. 23 (5), pp. 22-24.
- Manuel-Dupont, S., Yoakum, S. (1997). Training Interpreter Paraprofessionals to Assist in the Language Assessment of English Language Learners in Utah. Journal for Children's Communication Development, 18 (1), 91-102.
- Manuel-Dupont, S. (January, 1996). Writing-Across-the-Curriculum in an Engineering Program. Journal of Engineering Education, 85 (1), 35-40.
- Manuel-Dupont, S., Strong, C.J., & Rowland, C. (1991). Enhancing emergent literacy: Language-impaired, AAC users and Non-native speakers [Abstract]. American Speech-Language-Hearing Association. 33, 141.
- Manuel-Dupont, S. (1990). Literacy Skills of American Indian Children: Home-Language Literacy vs. School-Language Literacy. D. McLaughlin (Ed.) Journal of Navajo Education, VII (3), 3-16.
- Manuel-Dupont, S. (1990). Narrative Literacy Skills in Language-delayed, Normally-developing, and Northern Ute Adolescents [Abstract]. American Speech-Language-Hearing Association, 32-56.
- Manuel-Dupont, S. (1988). Should Monolingual Indian English Speaking Children Receive the same Educational Programming as Bilingual Indian English Speaking Children? In Arizona Department of Education, Indian Education Unit, (Eds.) Proceedings of the Eighth Annual International Institute on Native American Language Issues, Tempe, Arizona: NALI Press.
- Manuel-Dupont, S. (1987). Setting up a Language Assessment Program for Native American Children. In F. Ahenakew & S. Freeden (Eds.) Proceedings of the Seventh Annual International Institute on Native American Language Issues (pp. 125-154), Saskatoon, Saskatchewan: Saskatchewan Indian Languages Institute.
- Manuel-Dupont, S. (1986). Language Assessment of the Bicultural/Bilingual/Bidialectal Native American Child. In S. Weryackwe (Ed.) Proceedings of the Seventh Annual International Institute on Native American Language Issues (pp. 17-26), Choctaw, Oklahoma: Achukama Multicultural Indian Education Press.

Vita
Sonia S. Manuel-Dupont

Nonprint Media

Manuel-Dupont, S. (Speaker). (1994). Meeting the Needs of Today's Children. A Paraprofessional Training Program. New Orleans, LA: American Speech-Language-Hearing Association.

Manuel-Dupont, S., Strong, C. J., & Rowland, C. (Speakers). (1991). Emergent Literacy: Language-impaired, AAC Users, and Non-native Speakers (Cassette Recording No. 760). Atlanta, GA: American Speech-Language-Hearing Association.

Manuel-Dupont, S., (Speaker). (1990). Methodological Considerations in Obtaining Data from Ethnic Minority Children. (Cassette Recording No. 122). Seattle, WA: Society for Research in Child Development.

Consulting

Language Assessment. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. June, 1987

Language Assessment. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. September, 1987

English Language Development. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. October, 1987

Limited English Proficiency in Native American Students. Bureau of Indian Affairs, Navajo Nation, Tuba City, Arizona. November, 1987

Phonological Development. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. June, 1988

Child Language Acquisition Strategies. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. August, 1988

Getting More Out of Achievement Test Scores. Bureau of Indian Affairs, Navajo Nation, Tuba City, Arizona. November, 1988

Vita
Sonia S. Manuel-Dupont

Adolescent Ute Narrative Strategies. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. August, 1989.

Technical and Professional Writing in Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1989

Narrative Skills and Academic Success. Ute Family Literacy Program, Ute Tribe, Fort Duchesne, Utah. June, 1990

Technical and Professional Writing in Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1990

Native American Children and Literacy. Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma. June, 1991

Technical and Professional Writing in Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1991.

Language and Literacy Development. Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma. June, 1992

Assessing Minority and Non-English Speaking Children. Granite School District, Salt Lake City, Utah. 1992

Technical and Professional Writing and Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1992

BICS/CALP and Academic Success. Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma. June, 1993

Assessing Minority and Non-English Speaking Children. Granite School District, Salt Lake City, Utah. 1993

Technical and Professional Writing in Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1993

Vita
Sonia S. Manuel-Dupont

Formal and Informal Language Assessment. Oklahoma Native American Language Development Institute, Oklahoma City, Oklahoma. June, 1994

Assessing Minority and Non-English Speaking Children. Granite School District, Salt Lake City, Utah. 1994

Technical and Professional Writing in Civil and Environmental Engineering. Department of Civil and Environmental Engineering. Utah State University, Logan, Utah. 1994

Japanese Phonetics / English As A Second Language. Tada Phonetic Institute, Tokyo, Japan, 1998.

Phonetics/World Languages. Fonix Systems Corporation, Draper, Utah, 1999.

English Phonetics. Tada Phonetic Institute, Tokyo, JAPAN, 2000.

English Phonetics, Second Language Acquisition. Tada Phonetic Institute, Tokyo, JAPAN, 2001.

English Phonetics, Second Language Acquisition. Tada Phonetic Institute, Tokyo, JAPAN, 2002.

English Phonetics, Second Language Acquisition. Tada Phonetic Institute, Tokyo, JAPAN, 2003.

English Phonetics, Second Language Acquisition. Tada Phonetic Institute, Tokyo, JAPAN, 2004.

English Phonetics, Second Language Acquisition. Tada Phonetic Institute, Tokyo, JAPAN, 2005.

In-Service and Workshop Training

Developing an Index of Predictability for Scholastic Achievement for Native Americans

in a Doctoral Program in Psychology at Utah State University. Department of Psychology, Utah State University, Logan, Utah (October, 1986)

Professional Report Writing in Communicative Disorders. Department of Communicative

Disorders, Utah State University, Logan, Utah (November, 1986)

Vita
Sonia S. Manuel-Dupont

Analysis of Syntactic Disability using the Language Assessment and Remediation

- **Screening Process (LARSP).** Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (December, 1986)

Professional Report Writing in Communicative Disorders. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (February, 1987)

Resume and Job Application Letter Writing. Department of Civil and Environmental Engineering, Utah State University, Logan, Utah (March, 1987)

Vita
Sonia S. Manuel-Dupont

Using the Kahn-Lewis Phonological Analysis (KLPA) Approach to Structure Remediation. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (December, 1987)

Professional Report Writing in Communicative Disorders. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (January, 1988)

Analysis of Articulation Patterns Using the Khan-Lewis Phonological Analysis (KLPA) Approach. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (February, 1988)

Resume and Job Application Letter Writing. Department of Civil and Environmental Engineering, Utah State University, Logan, Utah (February, 1988)

Cross-Cultural Research Theory and Translation of Standardized Testing Instruments. Department of Psychology, Utah State University, Logan, Utah (March, 1988)

Professionalism and Public School Settings. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (October, 1988)

Phonological Processes and Speech-Language Disorders. Cache County and Logan School District, Logan, Utah (October, 1988)

Assertiveness and the Consultative Model in Public Schools. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (January, 1989)

Native American Adolescents' Narrative Patterns. Department of Psychology, Utah State University, Logan, Utah (March, 1989)

Professional Report Writing in Communicative Disorders. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (April, 1990)

Employment Interviewing and Resume Writing. Department of English, Utah State University, Logan, Utah (May, 1990)

Vita
Sonia S. Manuel-Dupont

Understanding the Bilingual/Bicultural/Bidialect Child: A Brief Overview of the Issues.

Jordan School District, Salt Lake City, Utah (March, 1991)

Employment Interviewing and Resume Writing. Department of English, Utah State University, Logan, Utah (May, 1991)

Vita
Sonia S. Manuel-Dupont

The Nonstandard English/Bilingual Student in the Composition Classroom. Department of English, Utah State University, Logan, Utah

Enhancing Emergent Literacy Skills. Head Start--Home Start Intervention Program, Logan, Utah (November, 1991)

Employment Interviewing and Resume Writing. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (February, 1992)

Employment Interviewing and Resume Writing. Department of English, Utah State University, Logan, Utah (March, 1992)

Nondiscriminatory Assessment of the Bilingual/Bicultural Child. Granite School District, Salt Lake City, Utah (April, 1992)

Training Paraprofessionals and Interpreters. Granite School District, Salt Lake City, Utah (May, 1992)

The Nonstandard English/Bilingual Student in the Composition Classroom. Department of English, Utah State University, Logan, Utah (September, 1992).

Being an Effective University Educator. Utah State University Workshop for New Faculty (September, 1992)

Nondiscriminatory Assessment of the Bilingual/Bicultural Child. Granite School District, Salt Lake City, Utah (September, 1992)

Linguistics as a Profession. Department of English, Utah State University, Logan, Utah (October, 1992)

Training the Interpreter-Paraprofessional, Part 1. Granite School District, Salt Lake City, Utah (December, 1992)

Training the Interpreter-Paraprofessional, Part 2. Granite School District, Salt Lake City, Utah (January, 1993)

Training the Interpreter-Paraprofessional, Part 3. Granite School District, Salt Lake

Vita
Sonia S. Manuel-Dupont

City, Utah (February, 1993)

Training the Interpreter-Paraprofessional, Part 4. Granite School District, Salt Lake
City, Utah (February, 1993)

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Sonia S. Manuel-Dupont

Training the Interpreter-Paraprofessional, Part 5. Granite School District, Salt Lake City, Utah (March, 1993)

Employment Interviewing and Resume Writing. Department of English, Utah State University, Logan, Utah (March, 1993)

Employment Interviewing and Resume Writing. Department of Communicative Disorders and Deaf Education, Utah State University, Logan, Utah (March, 1993)

Testing and the Bilingual Child. Department of Psychology, Utah State University, Logan, Utah (April, 1993)

Affirmative Action/Equal Opportunity Training for Student Leaders at USU. Utah State University AA/EO Workshop for Student Leaders (May, 1993)

Revised Interpreter/Paraprofessional Training for Granite School District, Part 1. Granite School District, Salt Lake City, Utah (August, 1993)

Being an Effective University Educator. Utah State University Workshop for New Faculty (September, 1993)

Linguistics as a Profession. Department of English, Utah State University, Logan, Utah (October, 1993)

Revised Interpreter/Paraprofessional Training for Jordan and Utah School Districts, Part 1. Jordan and Utah School Districts, Salt Lake City, Utah (March, 1994)

Revised Interpreter/Paraprofessional Training for Granite, Jordan and Utah School Districts, Part 2. Granite, Jordan, and Utah School Districts, Salt Lake City, Utah (March, 1994)

Revised Interpreter/Paraprofessional Training for Granite, Jordan, and Utah School Districts, Part 3. Granite, Jordan, and Utah School Districts, Salt Lake City, Utah (April, 1994)

Vita
Sonia S. Manuel-Dupont

Being an Effective University Educator. Utah State University Workshop for New Faculty (September 1995)

Being an Effective University Educator. Utah State University Workshop for Graduate Teaching Assistants (September, 1995)

Writing Across the Curriculum in Liberal Arts and Sciences. Liberal Arts and Sciences Program, Utah State University, Logan, Utah (September, 1995)

Writing Across the Curriculum in Political Science. Department of Political Science, Utah State University, Logan, Utah (September, 1995)

Preparing for the Job Interview. Utah State University Society for Women Engineers, Logan, Utah (November, 1995)

Translation and Standardized Testing in Psychology. Department of Psychology, Utah State University, Logan, Utah (February, 1996)

Writing Across the Curriculum in Management and Human Resources. Department of Management and Human Resources, Utah State University, Logan, Utah (February, 1996)

The Non-English Language Background Child in Elementary Education. Department of Elementary Education, Utah State University, Logan, Utah (March, 1996)

Translating Standardized Tests. Department of Psychology, Utah State University, Logan, Utah (April, 1996)

Teaching the English Language Learner in Your Classroom. Department of Elementary Education, Utah State University, Logan, Utah (October, 1996)

Working with Graduate Instructors in Your Classroom. Program of Liberal Arts and Sciences, Utah State University, Logan, Utah (October, 1996)

Predicting Errors on Translated Psychological Measurements. Department of Psychology, Utah State University, Logan, Utah (March, 1997)

Managing Large Classrooms. Provost's Forum for Utah State University Teachers, Logan, Utah (September, 1997)

Electronic Resume / Interviewing. Department of Civil and Environmental Engineering. Logan, Utah (February, 1998)

Electronic Resume / Interviewing. Society of Technical Writers, Logan, Utah (March, 1998)

Vita
Sonia S. Manuel-Dupont

Electronic Resumes / Interviewing. Department of Civil and Environmental Engineering, Logan, Utah (October, 1998)

Writing Technical Reports. Student Society of Environmental Engineers, Logan, Utah (November, 1998)

Applications for Professional Degrees/Programs. Society of Women Engineers, Logan, Utah (January, 1999)

Application for Professional SLP Programs. National Student Speech Language Hearing Association, Logan, Utah (March, 1999)

Electronic Resumes. American Society of Civil Engineers, Logan, Utah (February, 2000).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (March, 2000).

Writing Technical Reports. Student Society of Environmental Engineers, Logan, Utah (October, 2000).

USU College of Engineering Girl Scout Night. College of Engineering, November, 2001.

Interviewing. Society of Technical Writers, Logan, Utah (November, 2000).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (February, 2001).

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2001).

Interviewing. Society of Technical Writers, Logan, Utah (November, 2001).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (February, 2002).

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2002).

USU College of Engineering Girl Scout Night. College of Engineering (March, 2002).

Interviewing. Society of Technical Writers, Logan, Utah (November, 2002).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (February, 2003).

Vita
Sonia S. Manuel-Dupont

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2003).

USU College of Engineering Girl Scout Night. College of Engineering, March (2003).

Interviewing. Society of Technical Writers, Logan, Utah (November, 2003).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (February, 2004).

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2004).

USU College of Engineering Girl Scout Night. College of Engineering (March, 2004).

Interviewing. Society of Technical Writers, Logan, Utah (March, 2005).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (March, 2005).

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2005).

USU College of Engineering Girl Scout Night. College of Engineering (March, 2005).

Writers Fest Judge. Utah State University/Cache Valley Schools Writers and Artist Festival, Logan, Utah (March, 2005).

Interviewing. Society of Technical Writers, Logan, Utah (March, 2006).

Professional Writing. National Student Speech Language Hearing Association, Logan, Utah (March, 2006).

Electronic Resumes. Society of Women Engineers, Logan, Utah (March, 2006).

USU College of Engineering Girl Scout Night. College of Engineering (March, 2006).

Writers Fest Judge. Utah State University/Cache Valley Schools Writers and Artist Festival, Logan, Utah (March, 2006).

Grantsmanship

Vita
Sonia S. Manuel-Dupont

Pre-service Training of Native American Indians as Speech-Language Pathologists. 1985-86

Funding Source: Department of Education
87-029-X Preparation of Personnel for Minority Handicapped Children
Principal Investigator: Sonia Manuel-Dupont
Budget: \$302,486 (1986-1889)
Status: Not funded

Professional Preparation in a "Critical-Shortage" State--Speech-Language Pathology in Utah, 1985-86

Funding Source: Department of Education
Principal Investigator: Thomas S. Johnson
Support Staff: Sonia Manuel-Dupont
Budget: \$139,739
Status: Funded

Pre-Service Training of Native American Indians as Speech-Language Pathologists, 1985-86

Funding Source: Department of Education
87-029-X Preparation of Personnel for Minority Handicapped Children
Principal Investigator: Sonia Manuel-Dupont
Budget: \$302,486 (1986-89)
Status: Not funded

The Effects of Hearing Loss and Sociocultural Influence on the Development of Hualapai English

Funding Source: 1986-87 USU Faculty Research Grant Program
Principal Investigator: Sonia Manuel-Dupont
Budget: \$5,000 (1986-87)
Status: Not funded

Measures of Effectiveness in the Training of Foreign Teaching Assistants Candidates

Funding Source: 1986-87 USU Faculty Research Grant Program
Principal Investigator: Susan Carkin
Co-investigator: Sonia Manuel-Dupont
Budget: \$8,175 (1986-87)
Status: Funded

Vita
Sonia S. Manuel-Dupont

Professional Preparation in a "Critical Shortage" State -- Speech-Language Pathology in Utah, 1986-87

Funding Source: Department of Education
Principal Investigator: Thomas S. Johnson
Support Staff: Sonia Manuel-Dupont
Budget: \$145,836
Status: Funded

Community Derived Competence of American Indian Youth, 1987-1992

Funding Source: Department of Health and Human Services, 87-HD-O Minority Families and Children: Behavioral and Societal Variables Development
Principal Investigators: Damian McShane and Gerald Adams (USU)
Research Associate: Sonia Manuel-Dupont
Budget: \$999,654 (1987-92)
Status: Not funded

Critical Shortage: Rural Education Outreach Masters Program, 1987-88

Funding Source: Department of Education
Principal Investigator: Thomas S. Johnson
Support Staff: Sonia Manuel-Dupont
Budget: \$116,000
Status: Approved

Critical Shortage: Outreach Masters Program -- Speech-Language Pathology in Southern Utah, 1987-88

Funding Source: Department of Education
Principal Investigator: Thomas S. Johnson
Support Staff: Sonia Manuel-Dupont
Budget: \$80,000
Status: Approved

Professional Preparation in a "Critical Shortage" State -- Speech-Language Pathology in Utah, 1987-88

Funding Source: Department of Education
Principal Investigator: Thomas S. Johnson
Support Staff: Sonia Manuel-Dupont
Budget: \$152,011
Status: Approved

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Sonia S. Manuel-Dupont

A Communicative Competence Testing Program for Identification of Ute-English Dialect Students and Ute Limited English Proficient Students in the Uintah School District

Funding Source: 1988-89 USU Faculty Research Grant Program
Principal Investigator: Sonia Manuel-Dupont
Budget: \$9,135 (1988-89)
Status: Funded

Environmental Projection Agency Grants

Clean Water Act Training Workshops (1999-2001)

(Consultant for Portage Engineering, as part of team with the Utah State Water Research Laboratory)

1. Monitoring Design (\$90,000)—funded
2. Physical Habitat (\$85,000)—not funded
3. Macroinvertebrate (\$85,000)—not funded
4. Data Analysis (\$80,000)—not funded

National Science Foundation Grants

Directorate for Engineering, Division of Engineering Education and Centers (2000-2004)

Primary Author: David Tarboton

(Senior Personnel, as member of team from the English Department)

Year 1	\$251,143—not funded
Year 2	\$226,913—not funded
Year 3	\$168,327—not funded
Year 4	\$646,384—not funded

Directorate for Engineering, Division of Engineering Education and Centers, 2001-2005

Primary Author: Joe Caliendo, Loren Anderson

(Senior Personnel)

Years 1 - 5 \$500,000—not funded

Directorate of Engineering

Primary Authors: Randy Martin, Sonia Manuel-Dupont, Laurie McNeil

(Co-principal Investigator)

Vita
Sonia S. Manuel-Dupont

Years 1 - 4 \$250,000—not funded

Curriculum Enhancement Grant from College of HASS, (2001-2002)

IPA Pillows \$1,000—funded

U.S. Department of Education

Graduate Assistance in Areas of National Need Fellowship Program

Years 2003 - 2008 \$403,737—Funded

Principal Investigators: Sonia Manuel-Dupont, Randal Martin, and Laurie McNeil

Vita
Sonia S. Manuel-Dupont

National Science Foundation
Bridges for Engineering Education

Years 2004 - 2010 \$800,000—Not Funded
Principal Investigators: Kurt Becker and Sonia Manuel-Dupont

U.S. Department of Education
Preparation of Special Education Personnel Related to Services and Early Intervention for
or Toddlers, Infants, and Children with Low Incidence Disabilities

Years 2003 - 2008 \$1,249,997—Not Funded
Principal Investigators: Beth Foley and Sonia Manuel-Dupont

U. S. Department of Education
Graduate Assistance in Areas of National Need Fellowship Program

Years 2004 - 2009 \$1,400,000—Funded
Principal Investigators: Sonia Manuel-Dupont, Randal Martin, and Laurie McNeil

ASHA Multicultural REP, 2004-2005
Multicultural Mentoring = Future Audiologists and Speech Language Pathologists

Years 2004 - 2006 \$20,000—Not Funded
Principal Investigators: Sonia Manuel-Dupont and John Ribera

ASHA Multicultural REP, 2004-2005
Multicultural Mentoring = Future Audiologists and Speech Language Pathologists

Years 2006 - 2007 \$20,000—Not Funded
Principal Investigators: Sonia Manuel-Dupont and John Ribera

Reviewing

Journal Articles Reviewed

McShane, D. (1988) Mental Health Research and Services to American Indian Youth
: A
Review and Analysis of 15 Years of Data. Journal of Adolescence. Review completed 1987.

Professional Books Reviewed

Burkhalter, Nancy (2004). Peering Into English: A Writing Resource Book About Language. Review completed in 2004.

Vita
Sonia S. Manuel-Dupont

Phonetics Made Simple: An Introduction. (to be published) Merrill Publishers. Review completed in 1991.

The Power to Persuade. Spurgin, S. (1987) Englewood Cliffs, NJ: Prentice Hall. Review completed 1988.

Research Proposals

College of Education Thesis/Dissertation Proposal Review. 2-5 Reviews per year, 1990-2005.

Straquadine, Gary and Stephen Poe (1989) An Energy Conservation Development Project for Youth and Adults. (Agriculture Experiment Station, Faculty Grant). Review completed in 1989.

Strong, Carol (1989) Stability of Narrative Skills and Syntactic Complexity Skills of Language-Impaired and Normally Developing School-Aged Children. (University Faculty Research Grant). Review completed in 1989.

Lewis, David (1989) Plowing a Civilized Furrow: Subsistence, Environment, and Social Change Among the Northern Ute, Hupa and Papago Peoples. (University Faculty Research Grant). Review completed in 1989.

Van Dusen, Lani (1990) Interaction of Prior Knowledge and Text Structure: Measured by Comprehension. (University Faculty Research Grant). Review completed in 1990.

Buczynski, Patricia (1992). The Development and Validation of a Paper and Pencil Measure of the Belenky, Clinchy, Goldberg, and Tarule (1986) Model of Intellectual Development: The Ways of Knowing Instrument (WOKI). Review completed in 1992.

Dawson, Susan E. (1993). Uranium Millworkers: The Perceived Effects of Working in Pre-MSHA Uranium Processing Mills. Review completed in 1993.

Calloway, Diane. (1993). Gender, Culture, and Higher Education. Review completed in 1993.

Courses Taught

Linguistics

- Morphological Analysis
- Generative Grammar
- Phonology
- Native American Indian Languages
- Sociolinguistics
- Ethnolinguistics
- Educational Linguistics
- Introduction to Linguistics

English as a Second Language

- Teaching Methodology
- Curriculum Development
- Advanced Writing/Research Skills
- English for Academic Purposes
- English for Science and Technology
- Assessment and Placement of the ESL Student
- English As A Second Language Services vs. Standard English As A Second Dial

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Services

English

- English Composition
- Persuasive Writing
- Research Writing
- Technical and Professional Writing
- Multicultural Education
- Cultural Literacy
- Introduction to Language Analysis
- Grammatical Analysis

Communicative Disorders and Deaf Education

- Clinical and Developmental Phonology
- Syntactic Analysis of Language Disability
- Assessment and Remediation of the Bilingual/Bicultural Minority Child
- Professional Report Writing

Civil and Environmental Engineering

- Professional and Technical Writing
- Junior Design Proposal
- Senior Design Project
- Training University Engineering Professors

Vita
Sonia S. Manuel-Dupont

Liberal Arts and Sciences
World of Tomorrow
Critical Thinking

Vita
Sonia S. Manuel-Dupont

Extension

1988 Summer Linguistics Institute (3 hours credit. Undergraduate Linguistics Course).

Ute English Family Literacy Program, Ute Educational Tribal Office, Fort Duchesne, Utah. Provided technical assistance on language assessment program; developed a language assessment protocol to be used with Ute children (school-aged); trained paraprofessionals to administer the instruments; collected and analyzed phonological and discourse data from Ute children; instructed Ute Teachers-in-Training on phonology, syntax and language development theories and applications in education.

Phonological Processes and Speech-language Disorders (1 hour credit, Undergraduate Communicative Disorders and Deaf Education Course).

Department of Communicative Disorders and Deaf Education, Southern Utah State College, Cedar City, Utah (December, 1988)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

Students were required to complete a three-part, take-home exam based on three different case studies and three different kinds of analyses as the final exam for this course. (Course administered through joint grant project with Utah State University and Southern Utah State College).

Language Assessment of the Bicultural/Bilingual Minority Child (1 hour credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Southern Utah State College, Cedar City, Utah (April 1989)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-standard English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Vita
Sonia S. Manuel-Dupont

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties, and to make appropriate critiques and recommendations based on their findings. (Course administered through joint grant project with Utah State University and Southern Utah State College.)

1989 Ute Tribe Language Institute (credit given for the workshop as a whole, not each individual unit)

Ute English Family Literacy Program, Ute Education Tribal Office, Fort Duchesne, Utah. Provided information to Ute teacher trainees on the use of narrative skills in elementary school-aged children, the developmental levels of narrative skills, the processing strategies and the types of school curriculums utilizing narratives. Data from 41 adolescent Ute children was presented and discussed in detail with emphasis placed on implications of these narrative patterns for academic success in this population. (Course administered through Weber State College.)

English 613 Topics in Rhetoric--Literacy--A Multicultural Perspective (3 hours credit. Graduate Writing Course)

Department of English, Salt Lake City Community College, Salt Lake City, Utah (September - December, 1989)

Taught community college, secondary and elementary school teachers the features of nonstandard English dialects, the language acquisition patterns and beliefs of non-Anglo societies, the development of literacy in a familial and community context, and the failure of the American educational system to address the real needs of linguistic minorities in the schools. (Course administered through the English Department at Utah State University).

Oklahoma Native American Language Development Institute--Assessing the Bicultural/Bilingual Native American Child (3 hours credit, Undergraduate Linguistics Course)

Department of Education, Central Oklahoma State and University of Kansas, Oklahoma City, Oklahoma (June, 1992)

Taught teachers and paraprofessionals from 10 different tribes the process of limiting bias in the assessment of bilingual students. The course included information on the assessment process, language development, communicative competence, test validity and reliability, informal methods of testing, portfolio methods of testing, ecological, behavioral and descriptive methods of teaching. Students we

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Sonia S. Manuel-Dupont

re required to set up a master plan for all assessment procedures in their bilingual programs.

Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders Course)

Department of Communicative Disorders, Central Utah Project, (June, 1992)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-standard English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

English 613 Topics in Rhetoric--Literacy--A Multicultural Perspective (3 hours credit, Graduate Writing Course)

Department of English, USU Extension (September - December, 1992)

Taught community college, secondary and elementary school teachers the features of nonstandard English dialects, the language acquisition patterns and beliefs of non-Anglo societies, the development of literacy in a familial and community context, and the failure of the American educational system to address the real needs of linguistic minorities in the schools. Addressed topics on emergent literacy, remedial education and whole language experience approaches to the acquisition of reading and writing skills.

Oklahoma Native American Language Development Institute--Assessing the Bicultural/Bilingual Native American Child (3 hours credit, Undergraduate Education Course)

Vita
Sonia S. Manuel-Dupont

Department of Education, Central Oklahoma State and University of Kansas, Oklahoma City, Oklahoma (June, 1993)

Taught teachers and paraprofessionals from 25 different tribes the process of limiting bias in the assessment of bilingual students. The course included information on the assessment process, language development, communicative competence, test validity and reliability, informal methods of testing, portfolio methods of testing, ecological, behavioral and descriptive methods of teaching. Students were required to set up a master plan for all assessment procedures in their bilingual programs according to the new State of Oklahoma ACTFL guidelines. Special emphasis was placed on BICS/CALP skill assessment.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Salt Lake City, Utah (November - December, 1993)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

Students were required to complete a narrow phonetic transcription exam and a phonological analysis and Hodson phonological cycle program for a child on their case load.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Salt Lake City, Utah (March - April, 1996)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to lear

Vita
Sonia S. Manuel-Dupont

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Students were required to complete a narrow phonetic transcription exam and a phonological analysis and Hodson phonological cycle program for a child on their case load.

Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Salt Lake City Project, (June, 1996)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-standard English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Salt Lake City, Utah (March - April, 1997)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learn

Vita
Sonia S. Manuel-Dupont

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Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Salt Lake City Project (June, 1997)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

English 419 Multicultural Literacy (3 hours credit, Undergraduate Teacher Education Course)

Department of English, USU Extension – Vernal (April - May, 1998)

Taught secondary and elementary school teachers emergent literacy and literacy experience of various minority groups in the United States. Case studies included Native Americans, African Americans, Hispanic Americans, Asian Americans, Chinese, Japanese, Hawaiian, Navajo, Northern Ute, Tongan, Samoan, Puerto Rican, Hualapai, Kickapoo, Maricopa, and Amish populations. General topics included sociolinguistics, economics, work history and ethics, medical involvements, and family configurations. Approaches to teaching different populations were modeled and discussed. An extensive comparison/contrast research paper was

Vita
Sonia S. Manuel-Dupont

produced by each student for a particular at-risk minority population in their community.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (January - February, 1999)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

Students were required to complete a narrow phonetic transcription exam and a phonological analysis and Hodson phonological cycle program for a child on their case load.

Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (June, 1999)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

Vita
Sonia S. Manuel-Dupont

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (May - August, 2000)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

Students were required to complete a narrow phonetic transcription exam and a phonological analysis and Hodson phonological cycle program for a child on their case load.

Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (August - October, 2000)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate population figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

Vita
Sonia S. Manuel-Dupont

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (May - August, 2002)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

Students were required to complete a narrow phonetic transcription exam and a phonological analysis and Hodson phonological cycle program for a child on their case load.

English 4200 Introduction to Linguistics (3 hours credit, Undergraduate Teacher Education Course)

Department of English – Roosevelt (Fall Semester, 2002)

Taught phonology, phonetics, syntax, morphology, dialectology, language acquisition and gender students wrote a research paper and conducted primary research on articulation and dialect on a gender in communications topic.

English 4200 Introduction to Linguistics (3 hours credit, Undergraduate Teacher Education Course)

Department of English – Roosevelt (Fall Semester, 2003)

Taught phonology, phonetics, syntax, morphology, dialectology, language acquisition and gender students wrote a research paper and conducted primary research on articulation and dialect on a gender in communications topic.

English 4220 Multicultural Literacy (3 hours credit, Undergraduate Teacher Education Course)

Department of English, USU Extension – Vernal (Spring Semester, 2003)

Vita
Sonia S. Manuel-Dupont

Taught secondary and elementary school teachers emergent literacy and literacy experience of various minority groups in the United States. Case studies included Native Americans, African Americans, Hispanic Americans, Asian Americans, Chinese, Japanese, Hawaiian, Navajo, Northern Ute, Tongan, Samoan, Puerto Rican, Hualapai, Kickapoo, Maricopa, and Amish populations. General topics included sociolinguistics, economics, work history and ethics, medical involvements, and family configurations. Approaches to teaching different populations were modeled and discussed. An extensive comparison/contrast research paper was produced by each student for a particular at-risk minority population in their community.

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Language Assessment of the Bicultural/Bilingual Minority Child (3 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (Summer, 2004)

Instructed graduate Speech-language Pathologists in the assessment and remediation of non-English speaking and non-English speaking children and adults. Content included social dialects and ASHA's position, pertinent laws, facts and figures, misconceptions about bilingualism, language vs. dialect considerations, LEP position papers, identification of linguistic minorities in the U.S., assessment of the bilingual/bicultural client, testing issues, assessing nonmainstream speakers and several case studies. Both pre- and post-competency testing was used.

Students were required to carry out an extensive investigation of the current testing and evaluation criteria used in their school districts, to collect appropriate pop

Vita
Sonia S. Manuel-Dupont

ulation figures for minorities in their schools and counties and to make appropriate critiques and recommendations based on their findings.

They were also expected to participate in case study analyses, laboratory assignments, the writing of several technical position papers and hands-on testing experience of non-English speaking children in local preschools.

Phonetic and Phonological Speech Disorders (2 hours credit, Graduate Communicative Disorders and Deaf Education Course)

Department of Communicative Disorders and Deaf Education, Logan, Utah (Summer, 2004)

Instructed Speech-language Pathologists in the theory and methodology of articulation assessment using phonological process analysis. Content included place and manner of articulation, rule writing conventions, allophonic rules, phonological analyses, complementary distribution, minimal pairs, free variation, phonological process analyses, child language strategies, the Khan-Lewis Phonological Process Analysis and therapeutic implications. Provided case study approach to learning of materials. Provided pre- and post-competency testing for students in course.

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Vita
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Course Creations

Communicative Disorders and Deaf Education 275/375—Developmental Phonology

(5 hours)

created and approved in 1984, taught yearly since that time

Communicative Disorders and Deaf Education 410/510/609—Grammatical Analysis of Language Disability

(5 hours)

created and approved in 1985, taught yearly since that time

Communicative Disorders and Deaf Education 685/692—Assessment of the Bicultural/Bilingual/Bidialect Child

(3 hours)

created and approved in 1985, taught yearly since that time

Honors 420—Teaching Minorities in the Year 2000: A Time Bomb Waiting to Explode?

(2 hours)

created and approved in 1988, taught in 1989

English 413/613—Topics in Rhetoric: Literacy--A Multicultural Perspective

(3 hours)

created and approved in 1989, taught once or twice a year since that time

Communicative Disorders and Deaf Education 497—Senior Thesis

(1-9 hours)

created and approved in 1989, supervised student enrollment into this program and arranged for appropriate faculty supervision of each student's project since that time

English 497—Senior Thesis

(1-9 hours)

created and approved in 1990, supervised student enrollment into this program and arranged for appropriate faculty supervision of each student's project since that time

Education 500—Senior Seminar

(3 hours)

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created and approved in 1989, coordinated faculty competition for teaching this course in the College of Education since that time

Civil Engineering 387 and Civil Engineering 388—Technical and Scientific Writing for Civil Engineers

(3 hours)

created and approved in 1989, coordinated CEE faculty to form cooperative assignments in Engineering core classes to coordinate with instruction in this class.

Taught two quarters in conjunction with two separate Engineering courses.

Communicative Disorders and Deaf Education 322—Technical Writing for Communicative Disorders

(3 hours)

created and approved in 1990, coordinated COMDDE faculty to form cooperative assignments in COMDDE core classes to coordinate with instruction in this class. To be taught one credit one quarter, two credits the next quarter in conjunction with three separate COMDDE courses.

Civil Engineering 7150—Effective University Teaching

(1 hour)

created and approved in 2004, funded to teach Graduate CEE students to learn how to teach undergraduate courses

Faculty Tenure and Promotion Committees

Carol Strong (Chair)	1990s
Jaclyn Littledike (Chair)	2000-2001
Nancy Benham (Chair)	1999-2001
John McLaughlin	1999-2000
Pat Gantt	2000-2001
Kathryn Fitzgerald	1997-2001
Grace Huerta	1997-2001
Kate Begnal	2001
Brock Dethier	2001
David Hailey	2000-2001
Lynn Meeks	1995-2000
Nancy O'Rourke	1990s
Ron Shook	2001
Jim Bame	1990s
Glenda Cole	1990s
Ann Roemer	1990s
Jim Rogers	1990s
Sara Northerner	1990s
Mark Krumm	2001 - 2003

Vita
Sonia S. Manuel-Dupont

John Ribera	2001 - 2003
Vicki Simonsmeier (Chair)	2001 - 2004
Carmel Yarger	2001 - 2003
Shirley Leew	2002 - 2004
Pallavi Rastogi	2002 - 2004
Jennifer Sinor	2001 - 2004
Tricia Gallagher-Geurtsen	2003 - 2004
Lisa Pray	2003 - 2006
Sherry Marx	2003 - 2006
Ruth Struyk	2002 - 2006
Carla Johnson	2004 - 2006

Vita
Sonia S. Manuel-Dupont

Student Thesis Committee
(non-extension students)

Year	Number	Chair
1986	5	1
1987	5	1
1988	5	2
1989	5	1
1990	9	1
1991	7	0
1992	17	4
1993	8	1
1994	5	0
1995	2	1
1996	3	1
1997	3	1
1998	2	2
1999	4	1
2000	2	2
2001	2	2
2002	9	6
2003	10	2
2004	10	3
2005	15	2
2006	7	1

Teaching Performance Summary 1985-1998

Courses taught on campus at USU

Year	Classes	Credit Hours	Students
1985 - 86	09	31	155
1986 - 87	09	30	144
1987 - 88	08	27	144
1988 - 89	09	29	153
1989 - 90	11	30	238
1990 - 91	11	31	262
1991 - 92	08	24	173
1992 - 93	10	28	258
1993 - 94	Sabbatical	Sabbatical	Sabbatical
1994 - 95	12	32	363
1995 - 96	12	32	431

Vita
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1996 - 97	12	32	462
1997 - 98	13	35	381
Change to Semesters			
1998 - 99	8	21	269
1999 - 2000	9	24	293
2000 - 2001	9	24	280
2001 - 2002	8	21	240
2002 - 2003	7	18	250
2003 - 2004	7	18	250
2004 - 2005	8	20	300
2005 - 2006	8	20	300

Extension Courses

Year	Classes	Credit Hours	Students
1987 - 88	01	03	18
1988 - 89	03	02	41
1989 - 90	01	03	18
1990 - 91	00	00	00
1991 - 92	01	03	10
1992 - 93	02	06	36
1993 - 94	02	06	45
1994 - 95	00	00	00
1995 - 96	02	05	50
1996 - 97	02	05	50
1997 - 98	01	03	05
Change to Semesters			
1998 - 99	02	04	40
1999 - 2000	01	02	20
2000 - 2001	02	04	40
2001 - 2002	01	01	23
2002 - 2003	01	03	10
2003 - 2004	03	06	55
2004 - 2005	03	09	50
2005 - 2006	03	07	45

Total Courses taught on campus 1985-1998

English 200	9	Linguistics 511	1
English 305	10	Honors 420	1
English 409	3	COMDDE 275/375	12
English 410	5	COMDDE 410/510/609	12

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English 510	13	COMDDE 685/692	11
English 613/413	7	COMDDE 497	9
CEE 387	21	LAS 125	4
CEE 388	16	EDUC 500	2

Total Courses taught on campus 1999-2006

COMDDE 5100	7	English 4200	10
COMDDE 3500	7	English 4220	10
COMDDE 6210	7	CEE 3870	14
COMDDE 4600	14	LAS 2020	3
		CEE 7150	2

Evaluation Performance Summary 1985-1997

Total Evaluations for Courses taught on campus

1985-87

3.4	1
3.5	3
3.6	1
3.7	9
3.8	5
3.9	3
4.0	1

Average = 3.7 (92.5%)

1988-92

7.6	1
7.8	1
8.0	1
8.1	1
8.2	1
8.3	1
8.5	1
8.6	1
8.7	2
8.9	2
9.0	7
9.1	5
9.2	1
9.3	4

Vita
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9.4	3
9.5	1
9.6	2
9.7	1
9.8	1
10.0	1

Average = 9.1

1993- Winter 1995

3.34	1
3.43	2
3.50	1
3.56	1
3.58	1
3.61	1
3.62	1
3.63	1
3.64	1
3.66	1
3.73	1
3.74	1
3.83	1
3.85	1
3.89	2
3.91	1
3.94	1
3.97	1

Average = 3.68 (92%)

Spring 1995-98

4.8	2
4.9	1
5.0	2
5.1	1
5.2	2
5.3	3
5.5	3
5.6	1
5.7	2
5.8	3
5.9	5

6.0 3

Average = 5.5 (92%)

Change to Semesters

1998 - Present

<u>Teacher</u>	<u>Course</u>
6.0 - 18	6.0 - 9
5.9 - 18	5.9 - 12
5.8 - 12	5.8 - 15
5.7 - 4	5.7 - 5
5.6 - 5	5.6 - 9
5.5 - 3	5.5 - 8
5.4 - 3	5.3 - 1
5.3 - 1	5.2 - 4
	5.0 - 3
	4.9 - 1

Department Service

Persuasive Writing Committee Member, 1985-1988

Linguistics Committee; Chair, 1985-1993, Member 1994-present

English Honors Committee, Chair, 1989-1992

Speech Pathology Committee Member, 1985-present

Communicative Disorders and Deaf Education Scholarship Committee, Chair, 1985-present

Technical Writing Committee Member, 1985-1991

Native American M.S./Ph.D. Psychology Program Screening Committee Member, 1986-2003

Department of English Teacher Education Committee, 1989-present

Civil and Environmental Engineering Departmental Honors Committee, 1993-present

Society of Women Engineers, CEE Faculty Advisor, 1999-present

National Student Speech-Language-Hearing Association, Faculty Advisor, 2000-present

College/University Service

Scholarship Committee, Women's Center, Member, 1986-1995

Women's Center Advisory Board, 1986-1989

Research and Evaluation Doctoral Program, Supporting Faculty, Member 1988-present

American Association of University Professors, President-elect, President, Past-president, 1988-1991

College of Education Scholarship Committee, Chair, 1988-1995

College of Humanities, Arts and Social Sciences Scholarship Committee, Chair, 1989-1994

College of HASS Teaching Excellence Committee, Chair, 1990-1991

University Minority Advisory Council, Member, Chair-elect, Chair, Past-chair, 1989-1992

Women and Gender Research Institute, Member, 1989-1991

Expanding Your Horizons in Mathematics and Science, Presenter, 1988-1989

Phi Kappa Phi, Secretary, Marshall, President-elect, President, College of Education Faculty Representative, 1987-present

University Assessment Committee, Member, 1990-1992

College of Education ESL Certification Committee, 1995-present

College of Education Honors Advisory Board, 1990-1996

College of Education Multicultural Board, 1994-present

College of HASS Assessment Committee, Chair, 1990-1992

American Society of Civil Engineers, Technical paper Advisor, 1991-1993

Society of Hispanic Professional Engineers, Faculty Advisor, 1991-1993

Cultural Diversity Board, Chair, 1992-1995

Honors Program Advisory Board, 1990-1995

Vita
Sonia S. Manuel-Dupont

Wasatch Project Advisory Board for Utah's Migrant Head Start Program, 1991-1994

Engineering State Women's Program, 1995-1997

General Education Task Force Subcommittee on Written Communication Skills, Chair, 1995-present

Utah State University Classified and Professional Employee Grievance Committee, 1995-1999

Utah State University Student Support Services Committee, 1997-present

Society of Women Engineers, College of Engineering, Faculty Advisor, 1999-present

American Water Resources Association, Technical Paper Evaluator, 1999-present

Search Committees

Faculty position, ComDDE (chair)	2000-2001
Department Head, ComDDE (chair)	2000-2001
IELI faculty position	1995-1996
High School Relations Recruiter	1992-1993
USU President	1991-1992
AA/EO Director (chair)	1990-1991
Faculty position, ComDDE	1990-1991
Department Head, English	1989-1990
USU Provost	1989-1990

Awards, Honors, Special Achievements

Phi Kappa Phi Officer (Marshall, President-elect, President), 1987-1994

American Association of University Professors Officer (President-elect, President, Past-president), 1988-1991

Outstanding Professor in the Department of Communicative Disorders and Deaf Education, 1988

Honor's Professor for Utah State University, 1988-1989

Outstanding Professor for the Department of Communicative Disorders and Deaf Education, 1989

Vita
Sonia S. Manuel-Dupont

Citation of Honor, Young Career Women's Program, 1989

Teacher of the Year, College of Education, 1989

Mortar Board's Top Professor Award, 1991

Outstanding Professor in the Department of Communicative Disorders and Deaf Education, 1991-1992

Teacher of the Year, College of Education, 1992

USU Teacher of the Year, Utah State University, 1992

Eldon J. Gardner Teaching Award for Excellence in Teaching, 1992

USU Robbins' Award, "Teacher of the Year," 1992

Certificate of Appreciation for Outstanding Service, Utah State University Chapter of Phi Kappa Phi, 1992

Certificate of Appreciation for Outstanding Service, Women and Gender Institute, 1992

USU Merrill Library Exhibit, Outstanding University Faculty, (Our Favorites in Literature), 1993

Outstanding Professor in the Department of Communicative Disorders and Deaf Education, 1993

Certificate of Recognition, USU Multicultural Affairs Program, 1993

Who's Who in American Education, 1993

Old Main Society Membership, 1993

USU Presidential Diversity Award, 1994

Certificate of Appreciation for Outstanding Service to Phi Kappa Phi, 1994

Nominated for International Student Council Professor of the Year, 1995

Nominated for American Speech and Hearing Association Outstanding Contributions to Diversity for the State of Utah, 1995

Outstanding Professor in the Department of Communicative Disorders and Deaf Education, 1996

Vita
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Nominated for the Utah Carnegie Professor of the Year, 1996
Outstanding Professor in the Department of Communicative Disorders and Deaf Education, 1997

Nominated for the Utah Carnegie Professor of the Year, 1997

Outstanding Professor in the Department of English, 1998

Utah Carnegie Teacher of the Year, 1998
Mortar Board Top Prof, 1999

Escort for College of Engineering Valedictorian, 1999

Mortar Board Top Prof, 2000

Escort of College of Education Valedictorian, 2000

Mortar Board Top Prof, 2001

Golden Key International Honorary Society, Honorary Member, 2002

Mortar Board Top Prof, 2002

Mortar Board Top Prof, 2003

Mortar Board Top Prof, 2004

USU Institute of Religion 100th Year Celebration of Outstanding Teachers, Teacher of the Year, 2004

College of Education Graduation Marshall, 2003

College of Education Graduation Marshall, 2004

Mortar Board Top Prof, 2005

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Mortar Board Top Prof, 2006

USU Graduation Speaker, 2005-2006