


Longwood University Online Institute

**CSDS 313: Anatomy and Physiology of Speech and Hearing Mechanisms
Summer, 2007**

This syllabus is tentative—a work in progress. Please check Blackboard when the course begins for an updated copy.

Instructor: Mrs. Peggy Agee	On Campus Office: Hull 224
E-mail will be provided once course begins.	Mailing Address: Longwood University 201 High Street, Hull 224 Farmville, Virginia 23909
	Course Schedule: May 21 – July 27, 2007
Technology Support: 1-877-267-7883 (toll free)	Course Availability: Beginning at 8:00 am EST on Friday, May 18
	Virtual Interactions: TBA (accessible through <i>Blackboard's</i> Communication Portal)

Course Description:

This course provides information related to anatomical structures and neurology of the human communication system and the physiology of related movement. Prerequisite: Biology 101 or consent of instructor. 3 credits.

Required Text:

Seikel, J., Drumright, D., Seikel, P. (2004). *Essentials of anatomy & physiology for communication disorders*. Clifton Park, NY: Thomson Delmar Learning.

Note: You may order your textbook online by sending your request directly to the bookstore manager at <http://longwood.bkstore.com/default.asp?m=0201> (request text for CSDS 313.B03) or by visiting www.amazon.com You should allow at least 10-14 days for delivery.

Technology Requirements:

- A high speed internet connection will be necessary to view the video clips linked to the presentations. If you are using a dial-up service, you may not be able to access the videos. **Inform the instructor if you have NO ACCESS to a high speed connection.**
- Windows Media Player will be necessary in order to view the video clips. It is available as a free download from www.microsoft.com
- Submit reports and projects as Microsoft documents (either *Word*, *PowerPoint*, *Excel*, etc as required by the assignment).
- View presentations with Microsoft *PowerPoint*.
- E-mail communication will be conducted by means of the Longwood E-mail system. You have been provided a Longwood E-mail address. It is this same address which has been entered into *Blackboard* and so all communication from and through *Blackboard* (and so from the instructor) **will use your Longwood address.**

Course Objectives:

Longwood College of Education and Human Services Conceptual Framework Competencies (CFC)

The following conceptual framework competencies guide the planning and delivery of instruction in this course. Specific course objectives reflect this framework as they focus on the needs of the students for developing skills as professionals who will be knowledgeable, caring, and ethical decision-makers.

1. Plan for Instruction
2. Implementation and Management of Instruction
3. Evaluation and Assessment
4. Knowledge of Subject
5. Behavior Management
6. Communication Skills
7. Professional Responsibilities
8. Technology
9. Diversity

The American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Standards applicable to this course include:

- Standard III-B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- Standard III-C. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and linguistic and cultural correlates.
- Standards III-D. Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing

disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Note: The above competencies and standards are coded to the course objectives as CFC or KASA.

Through the successful completion of this course, the student will gain a working knowledge of anatomy and physiology for speech-language-hearing.

1. The student will label major anatomical structures and systems for speech-language-hearing **(CFC 4; KASA III-B, III-D)**
2. The student will state the physiological functions of these structures and systems. **(CFC 4; KASA III-B, III-D)**
3. The student will relate the anatomy and physiology of these structures and systems to the professional responsibilities of the audiologist (A) and speech-language pathologist (SLP). **(CFC 4; KASA III-D)**

Course Organization:

The course content will be organized into nine modules:

- Module 1: Introduction to Course and Online Learning
- Module 2: Introduction to Anatomy and Physiology
- Module 3: Respiration Anatomy and Physiology
- Module 4: Phonation Anatomy and Physiology
- Module 5: Articulation and Resonance Anatomy and Physiology
- Module 6: Hearing Anatomy and Physiology
- Module 7: Nervous System Anatomy and Physiology
- Module 8: Embryology (Re: to Development of Speech and Hearing Systems)
- Module 9: Review of Course

For each of the modules, students will follow a similar learning and participation plan with similar components: PowerPoint presentations to review, readings from the text or supporting articles or web sources, online discussions, a learning lab (using the CD which accompanied the text), APPLYIT! (an individual or group activity which may include diagramming), and a quiz. A timeline of module assignments and activities is posted in *Blackboard's* "Assignments" folder. A final exam will culminate the course work. Students will be asked to provide course feedback at two points during the course (Following Modules 4 and 9). *Because the course occurs over a sixteen-week period, students should plan to spend approximately two full weeks on each module. The only EXCEPTIONS to this plan will be the first and last modules which should only require one week.*

Course Policies and Procedures:

Policy on Response to Student Communication or Assignment. Students who send an E-mail communication during the business week can expect to receive a response within

two business days (48 hours). Communications or assignments which are sent after noon on Friday or on weekends or holidays will be addressed on the next business day.

Written assignments will be reviewed and graded within five to eight business days following receipt. When hard copy assignments are received (by fax or overland mail), an E-mail verification will be sent to the student within two business days. Holidays and weekends are not counted as business days.

Note: If you have an urgent issue related to the course that needs immediate attention, send an E-mail to the instructor with **HAIR ON FIRE** in subject line. I will respond as quickly as possible.

Responsibilities of the Learner. All learners are expected to abide by the Honor Code, and respect the intellectual property and copyright of others. Learners are expected to complete all assignments, including group projects, in a timely manner. Learners agree to interact with others in the course in a courteous and professional manner, recognizing the value of others' opinions. Learners will recognize that they are part of a larger community of learners and that their diligent and regular participation in this course is to the benefit of all learners.

Real-time Interaction with Instructor. To facilitate instructor/student communication, the instructor will be available for four *Virtual Chats*. These chats will be held: TBA. Chats will be held from 8:00 – 9:00 pm EST. If technical difficulties prevent a *Virtual Chat*, we may not be able to reschedule. Additional information about the *Virtual Chats* can be found in the section which follows on Course Requirements. To access the chats:

1. Enter *Blackboard CSDS 313.B03*
2. Select "Communication" from the menu
3. Choose "Collaboration."
4. Join the "Virtual Classroom" area. You will be able to enter your questions and receive a direct response in this real-time format.

Policy on Late Work. Students are expected to submit assignments by the designated date. The preferred means of submission of each assignment will be indicated in the description/expectations for each assignment. If the links are not functioning within *Blackboard*, you may e-mail the assignment to the instructor. Hard copy assignments may be submitted by fax or overland mail, but **MUST** be postmarked or faxed by the target due date. E-mail submissions and discussion board postings will be due by 8:00 pm EST on the target date. Work may be submitted late, **BUT** will be charged a **10% penalty** of total possible points for each day occurring after due date until date of actual submission (limited to a total of **30%** of possible points). It is important that you notify the instructor as soon as possible if you are experiencing any problems with an assignment.

ALL COURSE ASSIGNMENTS MUST BE SUBMITTED BY 5:00 PM FRIDAY, JULY 27. LATE WORK WILL NOT BE ACCEPTED AFTER THIS TIME.

Honor Code. Students enrolled in this course are expected to abide by the Longwood University Honor Code when completing assignments and interacting with students. This code is an affirmation of personal integrity and an acceptance of personal responsibility. For more information about Longwood's Honor Code visit

<http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm>

Students will be expected to read and sign a statement of the academic pledge at the beginning of the semester. FAILURE TO DO SO WILL RESULT IN THE DELAY IN GRADING OF ALL SUBMITTED ASSIGNMENTS. No assignments will be graded until the academic pledge assurance statement is received by the instructor. A copy of the academic pledge document may be found on *Blackboard* in "Course Documents." Suspicion of any honor-related violation will be investigated and university policy will be followed.

Disability Statement. The instructor is willing to meet reasonable accommodations for any students with a documented disability. The student should submit supporting material to the Longwood University Disability Support Services Center which will then inform the instructor of the necessary accommodations. Submit the necessary documentation *by the end of the third scheduled day of the online class.*

Course Evaluation. Students will be informed by e-mail near the end of the course period of the availability of an online evaluation tool. This online evaluation will assist the university and the instructor to adjust the course to better meet learner needs and expectations. Additionally, the instructor will request that students complete an informal, open-ended course evaluation prior to the submission of the final exam.

Course Requirements:

1. **Blackboard.longwood.edu** Each student is responsible for verifying his or her access to *Blackboard, CSDS 31.B03*. Course announcements will be posted one to two times per week. Documents and discussions will be made available as needed across the duration of the course. Typically, a new module will be made available a few days prior to the beginning of the new module period. **Use Internet Explorer (rather than Netscape or another web browser) to access Blackboard.**

2. **Introductory Module**. Several introductory activities have been provided to familiarize students with navigating *Blackboard* and with online learning. Most of these activities will be ungraded; however, participation is both expected and required. Future assignments for content modules will not be accepted until the student has successfully completed Module 1. Look in "Course Documents" for this first and each subsequent module of study.

3. **Virtual Chats**. Four opportunities for virtual class discussions will be provided. Discussions will be held (TBA) from 8:00 – 9:00 pm EST and will focus on a prior announced topic. Participation in the Virtual Chat is not required, but should assist

learners to synthesize and integrate information. If you have a topic of interest that you would like to propose, please do so. Topics should be pertinent to the discussion of anatomy and physiology of speech and hearing and should be relevant to the current module of study. For example, you may be interested in traumatic brain injury or cochlear implants. Either topic would fit into our course discussion at some point during the semester. Please e-mail the instructor with your topic recommendation for the first discussion by _____.

TO ACCESS THE VIRTUAL CHAT FEATURE: Enter *Blackboard*, select “Communication” from the menu and then choose “Collaboration.” Join the “Virtual Classroom” area.

4. ***Discussion Boards.*** Each student will be assigned to a discussion group. Enter *Blackboard* and select “Communication” from the menu of choices. Then select “Group Pages” and choose the group to which you are assigned. Four different discussion topics (including the introductory topic and three content related topics) will be posted as part of selected modules. For each topic, students will compose an original posting by 8:00 pm EST on the assigned date and then subsequently re-enter the discussion after one or two days have passed to read peer postings. Each student will read **all** peer postings and will select **two** postings for reply. **Replies MAY NOT be added on the same day as the targeted date for the original posting.** Sufficient time must be allowed for a majority of peers to post prior to the time of replies. **Discussion contributions will be evaluated as to quality of response as well as quantity of responses.** A scoring rubric will be posted on *Blackboard* in the “Course Information” folder. Discussion forums account for a significant portion of your final grade; so be sure to participate regularly.

PLEASE NOTE: Failure to post an initial response on an assigned topic will result in the loss of 20 points. Failure to submit one reply to a peer will result in the loss of 5 points; failure to submit either reply will result in the loss of 10 points. Failure to participate in an assigned discussion will result in the loss of the full 30 points assigned for this activity.

5. ***Learning Labs.*** A CD-ROM accompanies your textbook. You will be assigned exercises from this CD. These are independent, interactive activities requiring you to repeat each activity three times until you achieve a minimum score of 80%. If you should achieve the minimum score of 80% on the first attempt, you would not need to repeat the assignment, unless you desire to attempt to raise your average score. All scores will be averaged to arrive at a lab grade for each module. If you achieve a score of 100% on a first or subsequent trial, additional attempts will NOT be averaged into your score. A scoring record form can be found in Blackboard’s “Course Information” folder. **If you are unable to achieve a minimum score of 80% on any interactive assignment after three trials, PLEASE CONTACT INSTRUCTOR BY E-MAIL.**

Note: A minimum score of 80% on each interactive assignment is necessary in order for that assignment to be averaged for the module. Otherwise, a score of “0” will be averaged for that interactive assignment.

IF YOU HAVE TECHNICAL DIFFICULTY WITH ONE OF THE ASSIGNED INTERACTIVE ACTIVITIES, you may elect to replace it with a different, unassigned one. Please notify the instructor of the substitution when you submit the record form.

6. ***APPLYIT!***. Students will complete an application activity for selected modules of study. APPLYIT! may consist of either individual or group activities which require the student to synthesize and apply learning. These activities may require a set of materials which should be either readily available or easily attainable. **Students will be responsible for providing the necessary materials (e.g. a stopwatch or watch with second motion or indicator), colored pencils (NOT markers), and tracing or drawing paper. Create your APPLYIT! document in Microsoft Word or PowerPoint as required by the activity** and submit through *Blackboard's* assignment feature. **If you create your document in something other than a Microsoft program, the instructor may not be able to open it which could cause you a time penalty.** A protocol and rubric for the activity will be posted in *Blackboard's* "Course Documents" within the specific module folder. You may submit your document through *Blackboard*, by overland mail, or by fax as appropriate (labs which require the creation of drawings will need to be sent either by mail or by fax.). The preferred means of submission is through *Blackboard's* assignment feature. **Frequently, copied documents that are faxed are unreadable. BE ESPECIALLY CAUTIOUS to submit documents that are readable. If the document is not sent in a readable format, you may be charged a time penalty.**

Note about drawings: If you are required to complete anatomical drawings, keep the following expectations in mind:

- a. Your drawing may be a tracing or a hand-drawn representation. NO PHOTOCOPIES OR COMPUTER GENERATED IMAGES WILL BE ACCEPTED AS DRAWINGS.
- b. Only one drawing should appear on each sheet of paper (front side only), with the drawing occupying the majority of the space on the paper.
- c. Accuracy is essential. Be careful to accurately represent both location and relative size.
- d. Neatness counts!!
- e. Be certain to title your drawing AND indicate the view or perspective (e.g. transverse, sagittal, or coronal). Use appropriate terms (anterior, posterior, medial, etc.) to appropriately orient your reader (that would be your instructor).
- f. Don't worry. This is not about "art." This is a way for you to demonstrate your understanding of the location and relationship of structures.
- g. Use of color frequently separates and defines parts of structures more clearly and so you are encouraged to use color in each of your drawings. **Use colored pencils and NOT markers.**
- h. Drawings should reflect planning and organization.
- i. Be sure to proofread for spelling errors.

When you load your document through *Blackboard*, title it with your last name, first and middle initials, activity, and module number. So, for example, I would submit the APPLYIT! for Module 4 with this label: AGEEPC APPLYIT 4. DO NOT include the number symbol (#) in your document label as it causes problems with receiving/opening the document. **PLEASE FOLLOW THIS FORMAT** as it aids in both saving and retrieving the document at my end.

Activity documents sent through mail or fax must include a title page with the activity title and student's full name. If you would like your graded lab returned to you, include a stamped, self-addressed envelope with your mailing. Otherwise, you will receive comments through e-mail.

7. **Quizzes.** Several quizzes will be used to assess the student's progress toward learning the material. One graded quiz per module will be administered by means of *Blackboard*. Quizzes will be available for thirty hours at the conclusion of Modules 2-8. The quiz will appear as an announcement on *Blackboard* and also within the appropriate module content folder under "Course Documents". **The quiz will disappear at the conclusion of the 30-hour period.** You may only take each quiz once.

If you encounter a technical difficulty before the quiz can be submitted and you are not able to re-enter the quiz, notify the instructor *as soon as is reasonable* (through e-mail or by phone) and the quiz will be reset for you. Failure to notify the instructor in a timely manner of your technology issue may result in the forfeiture of the points for that particular quiz.

8. **Model of Larynx.** Each student will submit evidence (either the model itself or a photograph or video and complete description) of an independently constructed, original model of a human larynx. The model must include a representation of all cartilages, additional major structures, visible membranes and muscles, and neural innervation. Additional information and a scoring rubric will be posted in *Blackboard's* "Course Information." The model must be completed and evidence submitted by _____.

9. **Final Exam.** The exam will be administered by means of *Blackboard* and will be available from Saturday, July 28 at 8:00 am EST until Tuesday, July 31 at 11:30 pm EST. The exam will be accessed through a folder in *Blackboard's* "Course Documents."

Requirement	Possible Points Awarded
Quizzes (6)	<p style="text-align: center;">280 points (40 points x 7 modules)</p>
Discussion Postings/Responses	<p style="text-align: center;">105 points (30 points x 3 content topics +</p>

	15 points for introductory forum)
APPLYIT!	110 points (20 points for Module 1 + 30 points x 3 modules)
Model of Larynx	125 points
Learning Lab	180 points (30 points x 6 modules)
Final Exam	200 points
Total Points	1000 points

Grading Scale:

A+	980 – 1000 points
A	930 – 979 points
A-	900 – 929 points
B+	880 – 899 points
B	830 – 879 points
B-	800 – 829 points
C+	780 – 799 points
C	730 – 779 points
C-	700 – 729 points
D+	680 – 699 points
D	630 – 679 points

D-	600 – 629 points
F	0 – 599 points

Grading Policies:

- 1) Grades are earned, not gifts. The instructor does not *GIVE* grades; rather the student *EARN*S the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.
- 2) Grades are assigned based on how the student’s overall performance aligns with the established rubrics. Therefore, it is imperative that students review the grading rubrics before submitting assignments.
- 3) This instructor makes every effort to evaluate students’ work equitably and fairly. Grades are not negotiable. The instructor is willing to review and recalculate grades when a computational error is suspected. A student may request a review of *computation* only. **Requests to otherwise alter a grade will not be honored.**
- 4) The actual points earned will be used to determine the letter grade equivalency. Point values are rounded neither up nor down to assign a grade equivalent. Therefore, if you earn 899 points, your grade will be a B+. If you currently hold a bachelaureate degree, Longwood’s registrar considers you a graduate student (even though you are taking this undergraduate level course). **As a graduate student, you are not permitted to earn a grade of “D”. Therefore, a score of 699 or fewer points will earn a grade of “F”.**
- 5) Individual requests for extra credit will not be honored. Any extra credit opportunities offered at the discretion of the instructor will only be offered to the entire class as optional credit opportunities.

Additional References:

Johnson, A., & Jacobson, B. (1998). *Medical Speech-Language Pathology: A Practitioner’s Guide*. New York, NY: Thieme.

Love, R., & Webb, W. (2001). *Neurology for the speech-language pathologist* (4th edition). Boston, MA: Butterworth-Heinemann.

Perkins, W., & Kent, R. (1986). *Functional anatomy of speech, language, and hearing: A primer*. Boston, MA: Allyn & Bacon.

Roeser, R. J. et al. (1998). *Speech-language pathology desk reference*. New York, NY: Thieme.

Seikel, J., King, D., & Drumright, D. (1997). *Anatomy and physiology for speech, language, and hearing*. San Diego, CA: Sing. Pub. Group.

Zuidema., G., ed. (1997). *The Johns Hopkins atlas of human functional anatomy (4th Edition)*. Baltimore, MD: The Johns Hopkins University Press.