

Longwood University Online Institute

**CSDS 313: Anatomy and Physiology of Speech and Hearing Mechanisms
Spring 2010**

Sample Syllabus

Instructor:	
Email :	Mailing Address:
URL:	Course Schedule: January 12, 2009 until May 1, 2009
Phone:	Course Availability:
Fax:	Virtual Office Hours:

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. (2010). *Essentials of anatomy & physiology for communication disorders 4th Edition*. 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=0601> or by visiting www.amazon.com You should allow at least 10-14 days for delivery.

Technology Requirements:

- 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.**

All students are **required** to maintain high speed internet access. Failure to update passwords or access to the internet are not “technical difficulties” and will not be accepted as extenuating circumstances for assignment submission or for taking quizzes.

Course Objectives:

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.
2. The student will state the physiological functions of these structures and systems.
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).

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.

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

Course Organization:

The course content will be organized into eight modules:

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

Each module will be posted according to the posted timeline. All work for the module must be completed by the due date unless otherwise posted. **No late work will be accepted.** There will be a quiz at the end of each module. No quiz will be posted for the introduction section. **Please note: Your individual instructor may have a different policy.**

For each of the modules, students will follow a very similar learning and participation plan with similar components: PowerPoint presentations, readings from the text or supporting articles or web sources, online discussions, a learning lab and application of learning project referred to as “Apply It!” and a quiz. A final exam will culminate the course work. The final exam will be posted **as indicated by your individual instructor.**

Refer to the Blackboard site for more detailed information about assignments, due dates and requirements.

Course Policies:

Policy on Response to Learner Communication or Assignment.

Interaction between learners and the instructor is an important component to the success of online learning. Learners can expect timely responses from the instructor (generally

within one to two business days). When possible, the instructor will notify learners in advance of days when not available.

Interaction with Instructor. The instructor will be available “live.” through Blackboard. Enter Blackboard, select “Communication” from the menu and then choose “Collaboration.” Join the “Office Hours” area. This is optional for learners. The instructor also is available by email and through the Question and Answer Section in the communication area of Blackboard. .

Assignment Due Dates- all assignments will be due as posted in the timeline. Typically, quizzes will be on the last day unless otherwise posted. Be sure to participate in the discussion boards early and frequently for best responses and participation.

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 within the module timeline, including group projects. Assignments turned in after the completion of a module ***will not be considered for grading.*** 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. Failure to treat others with respect and courtesy will result in removal from a group assignment and a grade of “0” for the assignment.

Policy on Plagiarism. The content (including the organization and the specific wording) of articles whether online, in textbooks, or in journals is the intellectual property of the author. As such, students in this course are expected to demonstrate respect for intellectual property by carefully following acceptable practices for giving authors credit for their work. Students will be expected to follow APA guidelines for citation and referencing for all written work (including discussion forums, reports, and presentations) which reports, describes, or explains the work of others. Visit the following site to gain a better appreciation of how to quote, paraphrase, cite, and reference:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#wwwplagiarism>

Policy on Late Work. Learners are expected to submit assignments by the designated date. Submit assignments through the Blackboard site whenever possible. If the links are not functioning within Blackboard, email the assignment to the instructor. Work may ***not be turned in late.*** It is important that you notify the instructor as soon as possible if you are experiencing any problems with an assignment. **Your individual instructor may have a different policy. Please be sure to check the specific syllabus for your section.**

Extra credit – There will be no opportunity for individual extra credit work in this course.

Honor Code: Learners enrolled in this course are expected to abide by the Longwood University Honor Code when completing assignments and interacting with learners. 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> Learners will be expected to read and sign a statement of the academic pledge at the beginning of the course. It is understood that this code applies to all works submitted as part of this course. 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 learners with a documented disability. The learner should submit supporting material to the Longwood University Academic Support Center which will then inform the instructor of the necessary accommodations. Submit the necessary documentation by the end of the first scheduled day of the online class.

Students who are successful in this course:

- Devote a block of time each day to course work. expect to spend 6-8 hours per week (including class time) on this course
- Enter Blackboard frequently to read announcements or to work on content
- Create a personal plan for how/when to complete content and assignments.
- Complete all assigned readings
- Make use of the additional activities on the textbook CD as study aides.
- Complete assignments according to directions and submit by the due dates
- Interact frequently with other members of the learning community (other students and instructor) through group page, attendance at office hours, participation in class, etc.
- Participate in the study labs with graduate assistant as needed.
- E-mail the instructor with problems and concerns sooner rather than later.

The drop date for the course is January 20 and the last date to withdraw without academic penalty is March 2 at noon.

Course Requirements:

1. ***Blackboard.longwood.edu*** - Each student is responsible for verifying his or her access to *Blackboard, CDIS 313*. Announcements will be posted as needed throughout the week. Documents and discussions will be made available as needed across the duration of the course. **Use Internet Explorer to access Blackboard.**

2. **Discussion Boards** – Enter *Blackboard* and select “Communication” from the menu of choices. Then select “Discussion Board.” At least one discussion topic will be posted for each module. Students are expected to participate in all discussion forums. Each student will read **all** peer posts and will select **at least two** posts for reply. Revisit the discussions often throughout the module. This is where a majority of learning takes place! 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 “Assignments” folder. Discussion forums account for a large portion of your final grade, be sure to participate regularly.

3. **Learning Labs** – The text comes with a CD-ROM. You will be assigned exercises from this CD. This is a self-learning activity so you will repeat each assignment until you get a minimum score of 80%. All scores will be averaged to arrive at a lab grade for each module.

2.

3. **PLEASE NOTE: If you should have a technical difficulty with any of the labs, substitute an alternate lab of your choice (within the same topic) and report that to the instructor by inserting the new lab and highlighting the new lab number.**

4. **Quizzes** – The instructor will post a series of online quizzes to assess the student’s progress toward learning the material. Quizzes are typically posted for a 24 hour period on the last day of the module.

5. **Final Exam:** The final exam will require the student to demonstrate an ability to apply the learning related to anatomy and physiology of human communication. Additional information about the exam will be provided.

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.

Requirement	Possible Points Awarded
Quizzes	360 points (60 points each)
Discussion Postings/Responses	130 points (26 points each)
Learning Labs	180 points (30 points each)
Apply It Assignments	180 points (26 points each)
Final Exam	150 points
Total Points	1000 points

The drop date for the course is January 20 and the last date to withdraw without academic penalty is March 2 at noon.

Grading Scale:

A+	975 – 1000 points
A	940 – 974 points
A-	900 – 939 points
B+	875 – 899 points
B	840 – 874 points
B-	800 – 839 points
C+	775 – 799 points

C	740 – 774 points
C-	700 – 739 points
D+	675 – 699 points
D	640 – 674 points
D-	600 – 639 points
F	0 – 599 points

Note: If you already have a bachelor's degree, you are considered a graduate student. Longwood University does not allow a grade of D for graduate students; therefore, if you earn less than a C-, the grade will be F.

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.