# Communication Sciences and Disorders 201
## Introduction to Communication Disorders
### Fall 2016

**Instructor:** Caitlin Frank, MS, CCC-SLP

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**First Meeting Date:** August 22, 2016
**Last Class:** December 2, 2016

**Meeting Location:**
Online

**Important Dates:**
- Classes Begin: August 22, 2016
- Final Add/Drop Date: August 29 by 5:00 PM
- Final Withdrawal Date: October 14 by 5:00 PM

**Office Hours:**
Meetings can be scheduled by appointment. Contact the instructor through E-mail.

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**Course Description:**
An overview of various speech, language and hearing disorders; factors related to the causes and severity of communication disorders; and the professions associated with communication disorders, especially speech-language pathology and audiology. 3 credits

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*Successful completion of this course or these SLP online courses will not guarantee admission to graduate school. Your performance in these courses will not affect your undergraduate GPA, unless you are enrolled in a bachelors’ program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade(s) on your GPA at that university.*

*Successful completion of the Communication Sciences and Disorders program prepares students for graduate education in Speech Language Pathology, Audiology, Deaf Education,*
Special Education, Public/Community Health and Medical Sales as well as careers in a variety of Human Service fields. Students who are applying to graduate school in CSD should understand that most graduate programs expect stronger performance in CSD classes, so students should set as their goals achieving at least a “B” in CSDS courses and should consider retaking any CSDS course for which they earn a grade lower than a B-.

Required Texts:


Suggested Texts:


Suggested Websites:

American Speech-Language Hearing Association: http://www.asha.org
Net Connections for Communication Disorders and Sciences: http://www.mnsu.edu/comdis/kuster2/welcome.html

Course Objectives:

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.

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

Upon completion of this course, students should be able to:

1. Describe the differences between communication, speech, language, and hearing. (CFC 4, KASA III-B)
2. Name the components of language and discuss the prerequisite skills for developing language. (CFC 4, KASA III-B)
3. Describe the components of language and demonstrate understanding of the prerequisite skills for the development of language. (CFC 4, KASA III-B)
4. Demonstrate understanding of the differences between speech and language disorders. (CFC 4, KASA III-C)
5. Describe the difference between language delay, language disorders, and language difference (CFC 4, 9)
6. Describe causes of speech, language, and hearing disorders across the lifespan (CFC 4, KASA III-B)
7. Explain the difference between screening tests and diagnostic tests in speech, language, and hearing. (CFC 3, 4; KASA III-D)
8. State the educational and certification requirements for becoming a speech-language pathologist or audiologist. (CFC 4)
9. Identify other professionals who may work with speech-language pathologists and audiologists with persons who have communication disorders. (CFC 4)
10. Be familiar with the American Speech-Language-Hearing Association Code of Ethics. (CFC 4, 7)
11. Describe the variety of employment settings and clientele for speech-language pathologists and audiologists. (CFC 4)

POLICIES AND PROCEDURES:

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.

Honor Code: The following Honor Code Statement is required on all written work including tests and written papers:

I have neither given nor received help on this paper (test, etc) nor am I aware of any infraction of the Honor Code.

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in-class or related violation will be investigated and university policy will be followed. Consequences for
violation of the Honor Code on any individual assignment may include a grade of “0” on the assignment in question, a grade of “F” in the course, and/or referral to the Longwood University Judicial Board.

For more information about Longwood’s Honor Code, visit: http://www.longwood.edu/assets/sacs/docs/Honor%20and%20Judicial%20Honor%20Code.pdf

A copy of the academic pledge document may be found here: http://www.longwood.edu/judicial/12021.htm

**Plagiarism:** Any ideas, phrases, sentences, illustrations (including graphs, charts, and the like) and arguments that you present must be your own creative work. All text passages that are taken from another author’s work must be properly cited using APA format. This includes any text that you paraphrase, as well as another’s opinions, data, examples, and illustrations. Work that is quoted verbatim must be cited in APA format, including quotations and page numbers. It is deemed plagiarism if you copy work from an article, textbook, or website **EVEN IF** you change a few words in each sentence. You must cite your source(s) in preparing any written or presented information for this class. You will receive a grade of “0” on any assignment that contains evidence of cheating or plagiarism.

**Disability Statement:** The instructor is willing to meet reasonable accommodations for any students with a documented disability. Any student who feels she/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Lindsay Farrar, the Director of Disability Support Services, whose office is located in 103 Graham Building (395-2391) to register for services.

**Religious Observations:** The instructor will accommodate adjustments to the schedule due to dates that conflict with a student’s religious observations, **if informed by writing by the end of the first week of class.**

**Attendance Policy:** Students are expected to participate in all discussions and activities presented online. Instructors may assign a grade of zero or “F” on work missed because of unexcused absences. In accordance with the Longwood University policy on class attendance, a student’s grade may be lowered by no more than one letter grade if that student misses 10% of the scheduled classes (5 in number) **with unexcused absences.** A student may be assigned a grade of “F” if that student has missed a total (excused and unexcused absences) of 25% of class meetings (10 in number). A pattern of tardiness may also affect a student’s grade.

The instructor will accommodate adjustments to due dates that conflict with a student’s religious observation, if informed in writing by the end of the first week of class.

**Policy on Late Assignments:** Students are expected to submit assignments by the required date. Work may be submitted late but will be charged a 10% penalty of total possible points for each day it’s late. You will receive a “0” on the assignment after it’s been over a week overdue. Please let the instructor know PRIOR to the due date if you feel you may not meet the deadline so accommodations can be made.

**Canvas:** Each student is responsible for verifying his or her access to Canvas PCSDS201. Additional information about class assignments, expectations, and announcements will be posted on Canvas each week. **New information will be posted periodically throughout the semester under announcements.**
**Participation:** Students are expected to take an active part in classroom discussions and activities. Each student is also expected to complete assigned readings from the text. Students will be held accountable for readings through class discussions and scheduled tests.

**ASSIGNMENTS:**
Due Dates Listed Below

**Introduction Activities:** (10 points total) Each student will complete the assurance statement (worth 5 points) located in the “Start Here” module and submit it via the canvas feature during the first week of class. No assignments will be graded until the assurance statement is received. Also during the first week of class, students will post their video introductions on as Canvas (worth 5 points).

**Quizzes/Final exam:** (600 points total)
There will be 4 quizzes (100 points each) throughout the semester and a 200 point final exam. The quizzes are CLOSED book meaning you CANNOT use your notes, books, slide etc. The final exam will be OPEN book.

**Discussion Boards:** (90 points total)
There will be 3 discussions board posts (30 points each) throughout the semester. You are to read and answer the discussion questions and then comment on another student’s post.

**Group Project:** (150 points)
You will be divided into groups and assigned a topic. Topics that may be assigned include, but are not limited to, the following: speech-language pathologist; audiologist; university professor; interpreter; clinical director/manager; speech-language pathology assistant; and speech and hearing scientist. As a group, you will create an educational PowerPoint presentation that must include the following information:

- Educational and professional requirements;
- Average salary;
- Professional responsibilities;
- Range of work settings and clientele; and
- Any other information that describes the assigned professional.

Here is a list of resources that may help you in locating information for your presentation:

www.asha.org
www.bls.gov

**You may NOT use Wikipedia!**

Avoid slang, jargon, and colloquialisms. Failure to do so will result in points being deducted from your grade.
A rubric is provided to guide your project. This rubric clearly defines the expectations for your performance and how your grade will be calculated. You are strongly advised to become familiar with this rubric before beginning this assignment.

**Service Learning:** (150 points)

Students will complete five (5) hours of service learning during the semester with a child or an adult who has a communication disorder or difference.

Specifically, you need to locate ONE individual (e.g., relative, friend, coworker, neighbor) who has a communication impairment or difference. An example of communication impairment may include, but is not limited to, the following: stroke, traumatic brain injury, cerebral palsy, Parkinson’s disease, dementia, phonological disorder, articulation disorder, voice disorder, fluency, Autism etc. An example of a communication difference may include a person who has an accent, and/or who is seeking treatment for accent modification. Hearing loss and visual challenges are also types of communication differences.

For each day of observing/interviewing, you are required to make an entry into a field journal. Journal entries should be between a paragraph and a page. The following questions should be answered throughout your entire journal:

• How the individual developed the impairment or difference, if known (e.g., from stroke, cerebral palsy, brain injury, etc.);
• The impact of the impairment or difference on the individual’s ability to live independently (for adults) or overall impact on the individual's life in general;
• Types of treatment that have been sought or that are currently being given;
• The types of activities that are conducted as a part of treatment;
• The impact of the impairment or difference on family and social life (including church, family gatherings, parties, going out to eat, and other types of social functions), or for children, the impact of the impairment or difference on play dates, extracurricular activities, etc.;
• Any compensatory strategies that the individual uses to compensate for the impairment or difference; and
• Any other observations you have made regarding the impairment or difference.

You can complete all 5 hours in one session or in multiple sessions. As long as you complete all 5 hours, it’s up to you how you want to split them up.

Use appropriate grammar, punctuation, sentence structure, and terminology. Failure to do so will result in points being deducted from your grade. Use a professional style and tone of writing as well. That is, you need to avoid jargon, slang, colloquialisms, etc.

A rubric is provided to guide your entries. This rubric clearly defines the expectations for your performance and how your grade will be calculated. You are strongly advised to become familiar with this rubric before beginning this assignment.

**GRADING POLICIES:**

1. Grades are earned: they are not gifts. The instructor does not GIVE grades; rather the EARNS the grade through organization, diligence, planning, and execution. Students are expected to assume individual responsibility for the quality, presentation, and timelines 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. The 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. Then 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.

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.

### Summary of Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assurance Statement</td>
<td>5</td>
<td>August 26</td>
</tr>
<tr>
<td>Introduction</td>
<td>5</td>
<td>August 26</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>100</td>
<td>September 19</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>100</td>
<td>October 10</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>100</td>
<td>October 31</td>
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<tr>
<td>Quiz 4</td>
<td>100</td>
<td>November 28</td>
</tr>
<tr>
<td>3 Discussions (30 points each)</td>
<td>90</td>
<td>September 5, 26, 17</td>
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<tr>
<td>Group Project</td>
<td>150</td>
<td>October 6</td>
</tr>
<tr>
<td>Service Learning</td>
<td>150</td>
<td>November 4</td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
<td>December 6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td></td>
</tr>
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### Grading Scale

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>940-1000</td>
<td>A</td>
<td>700-729</td>
<td>C-</td>
</tr>
<tr>
<td>900-939</td>
<td>A-</td>
<td>680-699</td>
<td>D+</td>
</tr>
<tr>
<td>880-899</td>
<td>B+</td>
<td>630-679</td>
<td>D</td>
</tr>
<tr>
<td>830-879</td>
<td>B</td>
<td>600-629</td>
<td>D-</td>
</tr>
<tr>
<td>800-829</td>
<td>B-</td>
<td>0-599</td>
<td>F</td>
</tr>
<tr>
<td>780-799</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>730-779</td>
<td>C</td>
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</tbody>
</table>
**Tentative Schedule of Topics and Activities**

Note: The Schedule may need to be adjusted to allow for further development or discussion.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignment Due Date</th>
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</thead>
<tbody>
<tr>
<td>Week 1 &amp; 2</td>
<td>Chapter 1 &amp; 2&lt;br&gt;Foundations of CSD&lt;br&gt;Communication Development&lt;br&gt;Birth to school age</td>
<td></td>
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<tr>
<td>August 26</td>
<td></td>
<td>Assurance Statement and Introduction</td>
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<tr>
<td>Week 3&amp;4</td>
<td>Chapter 3 &amp; 4&lt;br&gt;Anatomy and Physiology:&lt;br&gt;Speech Overview&lt;br&gt;Augmentative and Alternative Communication/Complex Needs</td>
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<tr>
<td>September 5</td>
<td></td>
<td>Discussion #1 Decontextualized Language</td>
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<tr>
<td>Week 5</td>
<td>Chapter 5&lt;br&gt;Communication Disorders in a Multicultural World</td>
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<tr>
<td>September 19</td>
<td></td>
<td>Quiz 1 (Ch. 1-5)</td>
</tr>
<tr>
<td>Week 6 &amp; 7</td>
<td>Chapters 6 &amp; 7&lt;br&gt;Principles of Assessment &amp; Intervention&lt;br&gt;Language Disorders in Early and Later Childhood</td>
<td></td>
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<tr>
<td>September 26</td>
<td></td>
<td>Discussion #2 Child Case Study</td>
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<tr>
<td>Week 8</td>
<td>Chapter 8&lt;br&gt;Adult Language Disorders/Cognitive Dysfunction</td>
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<tr>
<td>October 6</td>
<td></td>
<td>Group Project</td>
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<tr>
<td>Week 9 &amp;10</td>
<td>Chapter 9 &amp; 10&lt;br&gt;Speech Sound Disorders in Children&lt;br&gt;Fluency Disorders</td>
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<td>October 10</td>
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<td>Quiz 2 (Ch. 6-8)</td>
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<tr>
<td>Week 11</td>
<td>Chapter 11&lt;br&gt;Voice Disorders</td>
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<td>October 17</td>
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<td>Discussion #3 Work Settings</td>
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<tr>
<td>Week 12 &amp; 13</td>
<td>Chapter 12 &amp;13&lt;br&gt;Motor Speech Disorders&lt;br&gt;Hearing Loss: Pediatric</td>
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<tr>
<td>October 31</td>
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<td>Quiz 3 (Ch. 9-11)</td>
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<tr>
<td>November 4</td>
<td></td>
<td>Service Learning Project</td>
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<tr>
<td>Week 14 &amp; 15</td>
<td>Chapter 14 &amp; 15&lt;br&gt;Hearing Loss: Adults&lt;br&gt;Feeding and Swallowing Disorders</td>
<td></td>
</tr>
<tr>
<td>November 28</td>
<td></td>
<td>Quiz 4 (Ch. 12-15)</td>
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</tbody>
</table>
TIPS FOR DOING WELL IN THIS COURSE:

1) Keep a notebook of handouts, materials, and class notes.
2) Review your notes and materials daily.
3) Begin assignments well in advance of the date in which they are due.