

## **SPLH 261: Survey of Communication Disorders, Fall 2016**

### **Instructor**

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### **Graduate Teaching Assistant**

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### **Course Description**

SPLH 261: Survey of Communication Disorders meets the requirements for KU's Core Curriculum Goal 3: Develop a basis of knowledge across fundamental areas of study (social sciences).

This course will introduce you to normal development and processes of human communication. It will also survey the various disorders that occur when these processes are delayed or disrupted. You will learn about the role of speech-language pathologists, audiologists, as well as speech, language, and hearing scientists who investigate and provide clinical services to people, across the lifespan, with communication disorders.

This course meets the requirements of the American Speech- Language-Hearing Association's (ASHA) Knowledge Standards IV-B Normal Processes, IV-C Communication Disorders, and IV-D Clinical Application in the area of Foundations.

### **Course Objectives**

1. Develop foundational knowledge of normal and deviant speech, language, and hearing in adults and children.
2. Apply critical thinking skills to case studies.
3. Differentiate communication disorders and their impact on the diagnosed individual.
4. Analyze and interpret various types of data used to evaluate speech, language, and hearing disorders.
5. Prepare written communication that utilizes standards in the profession in order to convey knowledge, information, and pursue inquiry.

Specific learning objectives will be listed on Blackboard for each module. Your learning in these areas will be evaluated by quizzes, case study projects, as well as individual and group activities.

### **Course Materials**

Required Text: Chabon, S. S. & Cohn, E. R. (2011). *The Communication Disorders Casebook: Learning by Example*. Pearson: Boston.

Blackboard website: <http://courseware.ku.edu>. The internet browser that interacts best with Blackboard is Mozilla Firefox: <http://www.mozilla.com> for free download.

### **Course Format**

This course will be taught online. You will be responsible for studying the materials posted on the Blackboard site each week. This may include readings, PowerPoint video presentations, short quizzes, and discussion questions.

### **Quizzes**

After you complete the reading and watch the videos, you will take short open-book quizzes on Blackboard. Even though the quizzes are open book and open note, you are to take the quizzes individually. You may not share quiz information, receive help, or help another person. This is considered academic misconduct.

The quizzes will be available by Monday of each week (if not sooner) and will end Thursday at 5 pm. Once you start the quiz, you will have a limited amount of time to complete it. The amount of time will vary by the quiz length. The quiz will typically include true/false, multiple choice, matching, fill in the blank, and short answer questions that will cover the reading and video content.

### **Discussion Board**

For some topics, you will participate in open discussion with assigned group members on Blackboard. Through this interaction, you will get to better know your group members, share and learn information among each other.

### **Post-Class Assignment**

For some modules, you will complete a Post-Class Assignment individually or in small groups. These assignments include basic scientific questions and clinical case studies. The assignment will be available by Tuesday and is due by 5 pm on Friday.

### **Group Project**

The course will have one project that you will complete with your assigned group members. For this project, your group will complete a case study using the tools that you have learned in class.

Each group will divide the work equally among the group members and submit a PowerPoint presentation with 8 slides (specific requirements of the presentation will be provided on BlackBoard later) to Blackboard. There will be a sign-up for presentation topics. Additional information on presentation content will be available on Blackboard.

### **Peer Review**

You will complete a peer review for a presentation from another group and submit your review to the instructor by the end of the semester. A copy of the review will be provided to the group being reviewed after all the reviews have been scored. The reviewer's name will not be included in the copy submitted to the group.

### **Supplemental Extra Credit Materials**

There will be supplemental materials that you can complete for extra credit across the semester for a total of 10 points.

### **Academic Misconduct**

Students are expected to observe all University Guidelines pertaining to academic misconduct as stated in the University Senate Rules and Regulations (2.6.1):

*“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.”* Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Plagiarism is a type of academic misconduct. “Plagiarism is taking the writings, ideas, or thoughts of others and passing them off as one’s original work. Plagiarism is not restricted to published material; if you submit an old paper written by your roommate, if you buy a paper from a ‘service,’ or even if you base a paper on a lecture you heard in a course without acknowledging that lecture, you are guilty of plagiarism. Plagiarism is not restricted to long quotations; if you quote a sentence or even a memorable phrase without acknowledging it, you are plagiarizing. You can plagiarize without even using the exact words of the original author; if you paraphrase a passage without crediting it, you are plagiarizing.” Celia Millward and Jane Flick, *Handbook for Writers*

Any forms of academic misconduct will be handled according to University of Kansas guidelines. Penalties range from reduction of grade on an assignment to expulsion from the University. The KU Writing Center provides writing tools and guides for citing sources.

## Note-Taking

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note-taking and is **not** covered under this policy.

## ADA Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty) coordinates accommodations and services for KU courses. If you are a student with a disability for which you may request accommodations, please notify them as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

## Religious Observance

If a scheduled quiz, lecture, assignment, or exam is in conflict with a mandated religious observance, please speak to the instructor privately so that alternative arrangements may be made. These alternate arrangements must be made within **one** week of receiving this syllabus. You will be required to provide notification of the conflict in writing (e-mail is acceptable).

## Grading

Grades will be determined based on your performance on the quizzes, post-class assignments, final project, and peer review. The distribution of points is as follows:

Quizzes = 245 points

Discussion Board = 40 points

Post-Class Assignments = 60 points

Project = 80 points

Peer Review = 20 points

**Total = 445 points**

<u>Grade</u>	<u>Percentage</u>
A	100- 94 %
A-	90 - 93 %

B+	89 – 87 %
B	86 - 84 %
B-	83 - 80 %
C+	79 – 77 %
C	76 – 74 %
C-	73 - 70 %
D+	69 – 67 %
D	66 - 64 %
D-	63 - 60 %
F	59% and below

**Course Schedule** See Blackboard for details.

<b>Week</b>	<b>Module Topics</b>
10/24/16	Overview <b>Quizzes due by 5 pm, 10/27/16</b> <b>Post-Class Assignment due by 5 pm, 10/28/16</b>
10/31/16	Infant and toddler speech and language development Case studies and problem-solving framework <b>Quizzed due by 5 pm, 11/03/16</b> <b>Post-Class Assignments due by 5 pm, 11/04/16</b> <b>Discussion Boards due by 5 pm, 11/04/16</b>
11/07/16	Preschool and school-age speech and language disorders <b>Quizzes due by 5 pm, 11/10/16</b> <b>Post-Class Assignment due by 5 pm, 11/11/16</b> <b>Discussion Board due by 5 pm, 11/11/6</b>
11/14/16	Hearing: Science and disorders <b>Quizzes due by 5 pm, 11/17/16</b> <b>Post-Class Assignment due by 5 pm, 11/18/16</b> <b>Final Project sign-up due by 11:59 pm, 11/18/16</b>
11/21/16	Hearing: Interventions <b>Quizzes due by 5 pm, 11/24/16</b>

11/28/16	Adult speech and language disorders <b>Quizzes due by 5 pm, 12/01/16</b> <b>Final Project due by 11:59 pm, 12/04/16</b>
12/05/16	Voice and swallowing disorders <b>Quizzes due by 5 pm, 12/08/16</b> <b>Post-Class Assignment due by 5 pm, 12/09/16</b>
12/12/16	AAC <b>Quizzes due by 5 pm, 12/15/16</b> <b>Peer Review due by 11:59 pm, 12/16/16</b>