

SPLH 261: Survey of Communication Disorders, Spring 2017

2096 Dole

Tuesdays and Thursdays 11:00-12:15

Instructor:

Ana Paula G. Mummy, MS, CCC-SLP

Email: anapaula_mummy@ku.edu

Office Hours by appointment

Office: 2101A Haworth (Schiefelbusch clinic)

Graduate Teaching Assistant:

Russell Johnston, MA

Email: rjohnston@ku.edu

Office Hours: 12:30-2:00 Tuesday/Thursday (and/or by appointment)

Office: 2156 Haworth (where Schiefelbusch clinic is)

Meetings with the Instructor and/or GTA: At least one of us will be available to meet after class each Thursday. You can also schedule an appointment with either one of us to go over questions that you might have, to discuss difficult topics, to get additional feedback. Questions regarding grading should be directed to the GTA.

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 and oral 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 using a hybrid format. We will typically not meet as a group on Tuesdays in order to allow you time to work on course content outside of class. We will meet as a class on Thursdays to apply what we have learned. Bring any resources that will assist you with the in-class activities (e.g., textbook). For some assignments, we will work in groups and access materials on the internet. Please bring a laptop to class on Thursdays. If you do not have access to a laptop, please contact the instructor as soon as possible to make arrangements for a loaner.

Outside of Class Preparation

Prior to each in-class meeting, you will be responsible for completing the pre-class materials listed on Blackboard. This may include readings, PowerPoint video presentations, short quizzes, discussion questions, and pre-class assignments.

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 11:00am. 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. Each of the modules will have 10 quiz points, and there will be 15 modules total. **(150 points)**

Assignments

Each of the modules will have pre-class, in-class, and/or post-class assignments to encourage application of the material. Some assignments will be completed individually and some in pairs or as a group. To receive credit for group assignments, you must show active involvement when completing the assignment. No late assignments will be accepted. If you are ill or have an emergency situation, you must contact Ana Paula Mumy within 24 hours and provide documentation (e.g., note from the doctor) in order to make up the assignment. Exceptions will be given at the instructor's discretion. Each module will have 10 assignment points. **(150 points)**

Student Presentation

Each student will provide a 10-minute presentation in-class. These presentations will focus on a real or hypothetical case study of an individual affected by a communication disorder (e.g., language disorder, voice disorder). There will be a sign-up for presentation topics and dates. Additional information on presentation format/content is available on Blackboard. **(30 points)**

Presentation Peer Review

For each student presentation, you will complete a peer review rubric that will be submitted to the instructor at the end of the class. You will receive credit if these reviews are written professionally and yield constructive feedback to the presenter. A copy of the review will be provided to the presenter after the reviews have been scored. The reviewer's name will not be included in the copy submitted to the presenter. **(30 points)**

Project

The course will have one project that you will complete individually. For this project, you will complete a case study using the tools that you have learned in class. A draft of your project is **due Thursday, April 13, 2017** and the final version is **due Thursday, May 11, 2017** no later than 5:00pm. The project is given in lieu of a final exam. **(50 points)**

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.

Important Deadlines

- **February 6, 2017** (Monday): Last day to drop a full semester class and not have it appear on your transcript.
- **February 13, 2017** (Monday): Last day to add or increase credits for Spring 2017 classes.
- **April 17, 2017** (Monday): Last day to withdraw or drop a course with a "W" on your transcript.

Classroom Conduct

Please show respect to others by using computers for course content only and by turning off cell phones during class. If you are expecting an urgent call, please keep your phone on vibrate and answer the call outside of the classroom.

During presentations, classroom discussions, and pair/group activities, please be kind and respectful of your peers, their views and opinions.

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 (email is acceptable).

Grading

Grades will be determined based on your performance on the quizzes, assignments, discussion posts, peer reviews, and exams. The distribution of points is as follows:

Quizzes = 150 points

Assignments = 150 points

Presentation = 30 points

Presentation Peer Review = 30 points

Final Project = 50 points

Total=410 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 specific homework due dates.

Date	Module Topics
01/17/17 In-Class	Team-Building Activities Course and Syllabus Overview
Outside of Class	Modules and Quizzes only: Career Options Communication Terms (Differentiate Speech-Language-Hearing) Speech Chain
01/19/17 In-Class	Quizzes Due 9:00 am Housekeeping Items (Basic Structure for Semester Presentations, Blackboard, Plagiarism) Speech Chain (in-class assignment)
01/24/17 Outside of Class	Biological Foundations (Basic Anatomy and Physiology) Case Study Parts Sources of Information ASHA Site Scavenger Hunt (pre-class assignment)
01/26/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am Anatomy and Physiology (in-class assignment)
01/31/17 Outside of Class	Infant and Toddler Speech and Language Development
02/02/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
02/07/17 Outside of Class	Preschool and School-Age Speech Disorders
02/09/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
02/14/17 Outside of Class	Preschool and School-Age Language Disorders
02/16/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
02/21/17	Preschool and School-Age Language Differences

Outside of Class	
02/23/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
02/28/17 Outside of Class	AAC
03/02/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
03/07/17 Outside of Class	Hearing Science
03/09/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
3/14/17 Outside of Class	Hearing Loss
03/16/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
03/20/2017- 03/24/2017	Spring Break
03/28/17 Outside of Class	Hearing Assessment
03/30/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
4/4/17 Outside of Class	Hearing Intervention
4/06/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
04/11/17 Outside of Class	Adult Aphasia
04/13/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am Submit Final Project Draft by 5:00pm
04/18/17 Outside of Class	Fluency
04/20/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
04/25/17 Outside of Class	Voice
04/27/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
05/02/17 Outside of Class	Swallowing
05/04/17 In-Class	Pre-Class Assignments & Quizzes Due 9:00 am
Thursday, May 11, 2017	Submit Final Project by 5:00pm