

SPLH 261 Survey of communication disorders – Hybrid (3 credits)
Spring 2018 Syllabus

Class Meetings: Tuesday/Thursday 11-12:15 pm, Dole 2096

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Instructor Office Hours: By appointment

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Teaching Philosophy and/or Instructor Bio

I'm an Assistant Professor of Speech-Language-Hearing. My research focuses on acquired motor speech disorders. The overarching goal of my research is to better understand the pathological mechanisms of motor speech disorders and to improve the diagnosis and treatment of speech problems in persons with neurological impairments. In my lab, we use a wide variety of experimental approaches (e.g., kinematic, acoustic, electromyographic) to study the physiologic and neuromuscular mechanisms of speech loss in adults with neurological diseases such as ALS.

This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Given the novel format of this course, you will spend part of the time studying online course materials, taking quizzes, and completing assignments outside the classroom. When we meet in class, we will have a variety of interactive activities with the aim to help you to reinforce what you learned from the course materials and to develop important skills such as critical thinking, problem solving, oral presentation, and writing. I encourage you to actively participate in these in-class activities and take the opportunity to ask questions.

Course Description

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.

Learning Objectives

At the end of this course it is anticipated that students will be able to:

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.

Required 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.

Required Course Activities

1. Online Quizzes (150 points)

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 9 am. 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.

For each week's modules, you are required to complete all quizzes by 9 am on Thursday. There will be NO opportunities to make-up or postpone quizzes for unexcused reasons.

2. Assignments (150 points)

In addition to the quizzes, there will be various assignments under each module on Blackboard. You are required to complete all assignments within the assigned time frame. There will be NO opportunities to make-up or postpone assignments for unexcused reasons.

3. Final project (80 points)

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 knowledge and tools learned in class. Each group will divide the work equally among the group members and develop a PowerPoint presentation (specific instructions will be provided on Blackboard). During the last week of the semester, your group will present your project in class. You are also required to submit a copy of your presentation on Blackboard by **5 pm, May 11, 2018**. The project is given in lieu of a final exam.

For the topics of the project, there will be a sign-up on Blackboard. Additional information on presentation content will be available on Blackboard after spring break.

4. Peer Review (30 points)

You will complete a peer review for a presentation from another group. You are required to submit your review on Blackboard by **5 pm, May 3, 2018**. A copy of the review will be provided to the

group after all the reviews have been scored. The reviewer's name will not be included in the copy submitted to the group.

Course Grade

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way <http://policy.ku.edu/governance/USRR#art2sect2para3>:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality

2.2.1.2 The grade of B will be reported for achievement of high quality

2.2.1.3 The grade of C will be reported for achievement of acceptable quality

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course

In this course, quality of achievement will be evaluated through points earned on online quizzes and assignments, final project, and peer review of final project. Points assigned for each requirement will be in-line with the above described scale. The relationship between percentage scores on a 100 scale and quality of achievement is as follows:

Percentage	Quality of Achievement	Final Letter Grade (GPA)
94-100 %	Outstanding	A (4.0)
90-93 %		A- (3.7)
87-89 %	High	B+ (3.3)
84-86 %		B (3.0)
80-83 %		B- (2.7)
77-79 %	Acceptable	C+ (2.3)
74-76 %		C (2.0)
70-73 %		C- (1.7)
67-69 %	Minimal	D+ (1.3)
64-66 %		D (1.0)
60-63 %		D- (0.7)
<= 59 %	Inadequate	F (0.0)

Course Calendar

Date	Module Topics/activities
01/16/18	Career options/Communication terms/Speech chain/Biological foundations
In-Class	Course and Syllabus Overview; In-class activities
Outside of Class	Modules and Quizzes
01/18/18	Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
01/23/18	Overview of case studies and sources of information
In-Class	In-class activities
Outside of Class	Modules and Quizzes
01/25/18	Pre-class assignment and Quizzes due 9 pm
In-Class	In-class assignment and activities
Outside of Class	
01/30/18	Infant and toddler speech and language development
In-Class	In-class activities
Outside of Class	Modules and Quizzes
02/01/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
02/06/18	Preschool and school-aged speech disorders
In-Class	In-class activities
Outside of Class	Modules and Quizzes
02/08/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
02/13/18	Preschool and school-aged language disorders
In-Class	In-class activities
Outside of Class	Modules and Quizzes
02/15/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
02/20/18	Preschool and school-aged language differences
In-Class	In-class activities
Outside of Class	Modules and Quizzes
02/22/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
02/27/18	AAC
In-Class	In-class activities
Outside of Class	Modules and Quizzes
03/01/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
03/06/18	Hearing science
In-Class	In-class activities
Outside of Class	Modules and Quizzes
03/08/18	Pre-class assignment and Quizzes due 9 am

In-Class	In-class assignment and activities
Outside of Class	
03/13/18	Hearing loss
In-Class	In-class activities
Outside of Class	Modules and Quizzes
03/15/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
03/19/18-03/25/18	Spring break
03/27/18	Hearing assessment
In-Class	In-class activities
Outside of Class	Modules and Quizzes
03/29/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
04/03/18	Adult aphasia
In-Class	In-class activities
Outside of Class	Modules and Quizzes
04/05/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
04/10/18	Fluency
In-Class	In-class activities
Outside of Class	Modules and Quizzes
04/12/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
04/17/18	Voice
In-Class	In-class activities
Outside of Class	Modules and Quizzes
04/19/18	Pre-class assignment and Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
04/24/18	Swallowing
In-Class	In-class activities
Outside of Class	Modules and Quizzes
04/26/18	Quizzes due 9 am
In-Class	In-class assignment and activities
Outside of Class	
05/01/18	Final project
In-Class	Final project presentation and peer review
Outside of Class	
05/03/18	
In-Class	Final project presentation and peer review
Outside of Class	

Course Policies

Accommodations

<http://access.ku.edu/syllabus-statement-0>

"The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course."

Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

As per university policy, students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled examinations and tests. It is the responsibility of the student to initiate discussion with the instructor, prior to the examination/test if possible or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

Although students will work in groups on various assignments, each student must turn in their own completed assignment, which should reflect their own independent, written response to the provided questions. More specifically, submitting an assignment that is exactly the same as or is highly similar to another current or former student's assignment is considered academic misconduct. Similarity between assignments will be monitored using Safe Assign in Blackboard.

Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Commercial Note-Taking Ventures

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted 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.

Concealed Carry

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an uncocked position
- Must have the safety on, and have no round in the chamber.